EFFECT OF GOOGLE CLASSROOM AND WHATSAPP ON THE ACADEMIC ACHIEVEMENT OF JUNIOR S ECONDARY SCHOOL STUDENTS IN ẸDO LANGUAGE LITERATURE

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OCTOBER 2025

CERTIFICATION

We, the undersigned, certify that this thesis was written by **Irredia Liberty ỌSẸMWEGIE-ẸRO** in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

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DEDICATION

This work is dedicated to the Almighty God for giving the researcher divine grace, wisdom, strength, understanding, good health, protection, provision and most importantly the gift of life that has enabled him to progress thus far in this programme.

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ABSTRACT

The study investigated the impact of digital instructional tools, Google Classroom and WhatsApp on junior secondary school students' academic achievement in Edo Language Literature, compared to conventional teaching methods. There have been observed persistent underperformance in Edo Language Literature, as evidenced by low scores in the Basic Certificate Examination (BECE), and explores whether technology integration can enhance engagement, comprehension, literary and critical thinking skills. Additionally, the study examines the influence of demographic factors such as sex and school ownership (public vs. private) on learning outcomes, aiming to provide evidence-based strategies for improving indigenous language education in Nigeria.

A quasi-experimental design was employed, involving 146 Junior Secondary School Two (JSS 2) students from six schools in Edo South Senatorial District. Participants were divided into experimental groups (taught with Google Classroom or WhatsApp) and control groups (taught using conventional methods). Pretest and posttest assessments were conducted using the Basic Edo Literary Performance Test (BELPT), which included objective and written components. Data were analysed using descriptive statistics (mean, standard deviation) and inferential statistics (ANOVA, ANCOVA) to compare achievement scores and assess interaction effects of sex and school ownership.

The study found remarkable academic gains in Edo Language Literature using digital platforms. Students taught via WhatsApp (mean gain = 47.96) and Google Classroom (mean gain = 37.88) outperformed those taught with traditional methods (mean gain = 22.08), with WhatsApp proving most effective due to greater interaction and collaboration. While gender showed no significant effect, private school students insignificantly outperformed their public school counterparts. The study recommends integrating these digital tools into teaching, training teachers in digital methods, and improving infrastructure in public schools. These findings highlight the importance of using technology to enhance learning in indigenous languages and call for education policies that support digital (Google Classroom and WhatsApp) inclusion and innovation in language instruction across all school types.

CHAPTER ONE
INTRODUCTION

Background to the Study

The Nigerian educational system is undergoing significant transformation as digital instructional methods gain traction, offering innovative approaches to teaching and learning. Platforms like Google Classroom and WhatsApp are reshaping classroom dynamics, particularly in subjects requiring high engagement, such as language studies. These tools facilitate interaction, collaboration and active participation, which are essential for modern learning. In the context of Ẹdo Language Literature, a Nigerian indigenous language, digital platforms introduce multimedia resources and collaborative features that traditional methods often lack. Google Classroom, for instance, enables teachers to organize resources, provide structured feedback and foster online discussions, creating a student-centered environment that promotes critical thinking, comprehension and literary analysis. Similarly, WhatsApp supports real-time communication, allowing students to engage, collaborate and receive feedback beyond classroom hours, extending learning opportunities.

Despite these advancements, conventional teaching methods remain dominant in Ẹdo language instruction (Stephenperse Foundation, 2017; Helen, 2016). These methods, often lecture-based and reliant on rote memorization, may hinder student engagement and the development of higher-order thinking skills necessary for literary studies (Klarer, 2004). While conventional approaches provide foundational knowledge, they often fall short in fostering deep comprehension, analytical thinking and contextual understanding, which are critical for academic success in language and literature. This gap between traditional methods and the evolving needs of modern learners highlights the urgent need for pedagogical innovation.

The necessity for this shift becomes more evident when examining the achievement trends in language subjects, such as that observed in Ẹdo State and across Nigeria, where interventions

involving technology, gamification and innovative teaching methods have shown measurable gains. For instance, studies in Ogun State (Olatunji 2024) and Lagos State (Fasinro, Akinpelu, Alabi, Akinkuotu, Onowugbeda and Sonola 2024) indicate that using technology or gamified learning significantly improves achievement in language tests. Similarly, at the junior secondary level, Computer Assisted Language Learning improved reading and writing outcomes for Igbo learners (Okudo 2016). Although these do not directly report Ẹdo language results in NECO/BECE, they underline how changes in pedagogy and technology correlate with improved language achievement, something likely applicable to Ẹdo language outcomes, given comparable educational contexts. The BECE is a critical examination in Nigeria, as it assesses junior secondary school students and serves as an indicator of their foundational skills and knowledge. However, recent years have shown a troubling decline in students' performance in Ẹdo language, indicating a broader educational gap. From 2011 to 2019, over 195,263 students sat for the Ẹdo language examination, yet less than 1% achieved an A1 grade (75% or higher). The majority scored within the C6 range (50%-54%) or lower, indicating widespread struggles with comprehension, analytical skills and critical thinking. NECO examiners' reports (2003-2020) consistently highlight weaknesses in literary analysis, contextual understanding and critical engagement, pointing to the limitations of current instructional methods (Osemwegie-Ero, 2023).

These challenges call for a shift toward digital instructional tools, which offer promising solutions to enhance student engagement, comprehension and analytical skills. Integrating platforms like Google Classroom and WhatsApp into Ẹdo Language Literature instruction could create interactive learning environments where students discuss, collaborate and critically examine literary texts. Google Classroom, a free web-based platform developed by Google, helps schools streamline assignments, communication and collaboration. It integrates seamlessly with Google Workspace tools such as Docs and Drive, allowing teachers to

create, distribute and grade assignments digitally (Google, n.d.). This platform has become increasingly popular, especially in remote or hybrid learning environments, as it simplifies classroom management and enhances student-teacher interaction. Similarly, WhatsApp, a messaging app that allows users to send text messages, voice notes, images and videos, has been adopted in education for communication between teachers and students, sharing resources and facilitating group discussions (Bouhnik & Deshen, 2014). Together, these tools can address the shortcomings of conventional methods and provide a more holistic learning experience.

In the context of indigenous languages, these digital methods do more than address academic gaps; they also support the preservation and revitalization of cultural heritage. The dynamic and accessible nature of these platforms aligns with the cultural imperative to preserve the Ẹdo language, fostering an appreciation of language and heritage among students. Through digital storytelling, collaborative discussions and interactive assignments, students are not only learning the language but are also gaining insights into the cultural significance of the Ẹdo literary tradition. Such an approach allows for a more engaged, meaningful learning experience, wherein students develop both a mastery of the language and an understanding of the cultural nuances embedded within it.

The NECO Chief Examiners' reports for 2003-2020 reveal ongoing challenges in students' literary analysis, comprehension and critical-thinking skills in Ẹdo Language Literature. Issues like question misinterpretation, lack of contextual understanding and limited analytical skills are frequently observed (Ẹdo paper 2, (SC) 2019). These deficiencies highlight a gap in current instructional methods, which often rely heavily on conventional, lecture-based approaches that may not fully engage students in a modern educational landscape. Studies suggest that such conventional methods may fail to stimulate the interactivity and critical engagement necessary for effective literary learning, especially in language education where

understanding nuances is key (Uwameiye & Aduwa-Ogiegbaen, 2006; Awobuluyi, 2021). This gap underscores the need for innovative teaching strategies that align with contemporary learning needs, where students require adaptable, interactive platforms that support their analytical and interpretive abilities.

Digital tools like Google Classroom and WhatsApp offer an alternative instructional approach with their potential for flexibility, multimedia integration and collaborative learning. These platforms present promising avenues for bridging instructional gaps by enhancing engagement and encouraging deeper understanding. Google Classroom, for example, provides a structured framework for assignments, feedback and resource management, supporting both guided and independent learning. This structure is particularly beneficial for literature studies, as it allows teachers to assign and monitor tasks in an organized manner, enabling students to develop autonomy and critical thinking skills incrementally. By creating a space for discussions and collaborative projects, Google Classroom encourages a deeper exploration of Ẹdo literary themes and characters, nurturing analytical skills essential for literary studies.

WhatsApp complements these benefits by facilitating real-time communication, instant feedback and multimedia interactions that extend learning outside the classroom. Unlike conventional methods constrained by classroom time, WhatsApp enables continuous interaction, making it ideal for reinforcing learning concepts and discussing course material. Through its messaging and multimedia features, WhatsApp fosters a dynamic environment for students to ask questions, share insights and receive timely support from both peers and educators. In the context of Ẹdo Language Literature, where cultural nuances and thematic comprehension are integral, WhatsApp supports an enriched learning experience that enhances students' interpretive skills and engagement with the material.

Together, Google Classroom and WhatsApp create a synergistic learning environment where structured learning and flexible interaction combine to deepen student engagement. By integrating these digital platforms into Ẹdo Language Literature instruction, educators can provide a more holistic learning experience, equipping students with the analytical tools and interpretive skills needed for literary success (Porter, 1999). This shift not only addresses gaps identified in conventional teaching methods and it also promotes a richer understanding of the cultural and literary significance embedded in the Ẹdo language, fostering students' connection to their heritage while enhancing their academic achievement (Amadi, 2020; Osemwegie-Ero, 2023).

Integrating technology into language education presents a valuable opportunity to address demographic factors like sex and school ownership, which have a notable impact on educational outcomes. Studies indicate that digital platforms may influence male and female students differently, as their engagement levels, interaction styles and preferred methods of learning can vary significantly. For instance, female students may often show a preference for collaborative and discussion-oriented activities, whereas male students might respond more to competitive or task-oriented features (Ọsẹmwegie-Ẹro & Osa-Omoregie, 2024). Understanding these nuances allows educators to adapt digital tools, such as Google Classroom and WhatsApp, to cater to different interaction preferences, fostering an inclusive environment that enhances learning for all students. This sex-based insight is particularly relevant for Ẹdo Language Literature, where analytical discussions and cultural contexts are essential and where tailoring digital tools to diverse learning preferences could deepen engagement and comprehension (Oladejo, Nwaboku, Okebukola, & Ademola, 2021).

Furthermore, the role of school ownership, whether public or private, significantly influences how digital platforms are implemented in classrooms. Private schools typically have more financial resources, which often enables them to adopt and integrate advanced technology

more effectively than public schools (Gruijters, Alcott, & Rose, 2021; Butcher, 2003). These resources allow private institutions to offer digital tools with robust functionality and support systems, creating a more technologically enriched learning environment. In contrast, public schools may face budgetary and infrastructural constraints that limit access to digital resources, resulting in disparities in educational experiences and student outcomes (Kgosi, Makgato, & Skosana, 2023). Addressing these disparities is crucial for equitable education, as students in public schools should have access to the same quality of resources that can support their learning and academic achievement in Ẹdo Language Literature.

The integration of digital tools in Ẹdo Language Literature holds promise not only for enhancing academic Achievement but also for preserving cultural heritage, which is increasingly under threat as indigenous languages face diminished usage and transmission across generations. Mobile-assisted instructional tools, such as interactive storytelling apps, multimedia resources and virtual discussion platforms, create a flexible learning environment that supports cultural preservation (Sultana, 2021). These tools encourage students to engage with Ẹdo language and literature beyond the classroom, promoting independent exploration and a deeper understanding of cultural narratives. This approach aligns well with cultural transmission goals, as students can engage with literary materials in formats that resonate with their daily digital interactions, making the language both accessible and engaging (Bozoglan & Gok, 2016; Axelrod, 2020). By integrating these resources, educators can contribute to a sustainable model for language preservation, where students are not only learning Ẹdo as an academic subject but also experiencing it as a living language rich in cultural significance.

However, implementing digital platforms effectively in Ẹdo Language Literature education requires teachers to be technologically proficient, which remains a challenge due to the scarcity of teachers trained in digital pedagogy (Skobo, 2020). Many educators are

accustomed to conventional methods and may lack the skills needed to fully utilize digital tools for optimal learning outcomes. This skill gap hinders the potential of digital learning to fully engage students, as a lack of training can limit the creative and interactive possibilities that these platforms offer. For example, without adequate training, teachers may struggle to create interactive assignments, monitor student progress effectively, use multimedia elements to enrich the literary learning experience. Addressing this challenge is essential; providing targeted professional development opportunities and technical support can empower teachers to harness the full potential of digital tools. With increased proficiency, educators can make digital learning in Ẹdo Language Literature more effective, facilitating student engagement, fostering critical thinking and ultimately contributing to the preservation and appreciation of Ẹdo heritage in a modern educational context (Ganyaupfu, 2013).

The integration of digital tools like Google Classroom and WhatsApp into Ẹdo Language Literature education offers a transformative opportunity to address longstanding challenges in student Achievement and engagement. By fostering interactive, student-centered learning environments, these platforms can enhance comprehension, analytical thinking and cultural appreciation. However, their successful implementation requires addressing barriers such as teacher training and equitable access to resources. By embracing digital innovation, educators can not only improve academic outcomes but also contribute to the preservation and revitalization of Ẹdo language and culture, ensuring its relevance and accessibility for future generations.

This study explores the potential of Google Classroom and WhatsApp as instructional tools in Ẹdo Language Literature to address gaps in student Achievement and engagement observed in conventional educational settings. By analyzing NECO examination trends, evaluating student Achievement data and investigating the influence of demographic factors such as sex and school ownership, the research assesses the effectiveness of these digital

platforms in enhancing literary analysis, comprehension and critical-thinking skills. These skills are vital for academic success in literature, where interpreting themes, engaging with cultural contexts and critically evaluating texts are essential. The study compares the impact of digital tools against traditional teaching methods to determine how well Google Classroom and WhatsApp meet the unique demands of Ẹdo Language Literature education.

Key questions guiding this research include: How do Google Classroom and WhatsApp enhance student engagement and comprehension in Ẹdo Language Literature? What role do demographic factors like sex and school ownership play in shaping learning outcomes with these tools? How do digital platforms compare to conventional methods in fostering critical thinking and literary analysis? Can these tools bridge Achievement gaps and support the preservation of Ẹdo's linguistic and cultural heritage? By addressing these questions, the study aims to identify strategies for integrating technology into Ẹdo Language Literature instruction, ensuring equitable access to quality education and fostering both academic proficiency and cultural appreciation. The findings could inform scalable models for technology integration, making Ẹdo Language Literature more relevant and accessible in the digital age.

Statement of the Problem

Some Ẹdo Language and Literature teachers are beginning to integrate information and communication technology (ICT) tools—such as the Ẹdo language digital dictionary, web-based applications, and platforms provided by the State Universal Basic Education Board (SUBEB) and WhatsApp groups—into their lessons to enhance student engagement and learning outcomes. However, available NECO/BECE records and Chief Examiners' reports continue to show fluctuating pass rates in Ẹdo language literature, indicating that overall student achievement in the subject has not improved consistently despite the presence of these digital resources.

challenges, including poor literary appreciation, misinterpretation of questions and weak critical thinking skills. A significant proportion of students, ranging from 84.44% in 2007 to 34.76% in 2020, have scored lower grades (D7-F9), with an average credit pass rate (A1-C6) of only 31.76%. These statistics indicate that despite various interventions, students still struggle to meet academic expectations in this subject.

To address these issues, mobile learning tools such as WhatsApp and Google Classroom collectively known as Mobile-Assisted Language Instruction (MALI), are being explored for their potential to create interactive learning environments. Research (Anuyahong & Pucharoen, 2023) suggests that mobile platforms can enhance student engagement and improve comprehension. Additionally, pedagogical studies highlight the role of technology in fostering critical thinking and literary appreciation (Burgess, 2014; Greenhow, Sonnevend & Agur, 2016). However, despite these promising insights, mobile-assisted instruction tools remain underutilized in Ẹdo language literature classrooms.

The continued low performance of students in Ẹdo language literature, together with the slow and uneven use of digital instructional tools, highlights specific shortcomings in existing teaching approaches. This study therefore examines the measurable effects of Mobile-Assisted Language Instruction (MALI) on junior secondary students' achievement in Ẹdo language literature. It focuses on how MALI influences students' comprehension and literary analysis skills and evaluates whether learner sex and school ownership (public or private) significantly affect those outcomes. The purpose is to generate evidence-based recommendations for implementing define, technology-supported teaching strategies that can demonstrably improve Ẹdo literature learning in comparable classroom settings.

Research Questions

To guide the investigation, the following research questions were posed:

1. Is there a significant difference in students' mean Achievement scores in Ẹdo Language Literature when taught via Google Classroom and Conventional Classroom?
2. Is there a significant difference in students' mean Achievement scores in Ẹdo Language Literature when taught via WhatsApp and Conventional Classroom?
3. Is there a difference in the pretest and posttest Achievement mean scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and Conventional method?
4. Is there an interaction effect of method and sex on students' academic Achievement in Ẹdo Language Literature?
5. Is there an interaction effect of methods and school ownership on students' academic Achievement in Ẹdo Language Literature?

Hypotheses

The eight (8) research questions were hypothesized and tested at the 0.05 level of significance. Thus:

1. There is no significant difference in mean Achievement scores between students taught Ẹdo Language Literature using Google Classroom and those taught with conventional methods.
2. There is no significant difference in mean scores between students taught Ẹdo Language Literature with WhatsApp and those taught with conventional methods.
3. There is no significant difference in the pretest and posttest Achievement mean scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and conventional methods.
4. There is no significant interaction effect of method and sex on students' academic Achievement in Ẹdo Language Literature.
5. There is no significant interaction effect of method and school ownership on students' academic Achievement in Ẹdo Language Literature.

Purpose of the study

The purpose of this study is to determine the effect of Google Classroom and WhatsApp on junior secondary school student's Achievement in Ẹdo language literature. The study specifically seeks to determine whether:

1. there is a significant difference in mean Achievement scores in Ẹdo Language Literature between students taught via Google Classroom and those taught in a conventional classroom.
2. there is a significant difference in mean Achievement scores in Ẹdo Language Literature between students taught via WhatsApp and those taught in a conventional classroom.
3. there is a difference in the pretest and posttest Achievement mean scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and conventional methods.
4. there is an interaction effect of method and sex on students' academic Achievement in Ẹdo Language Literature.
5. there is an interaction effect of methods and school ownership on students' academic Achievement in Ẹdo Language Literature

Significance of the Study

The findings of this study is expected to be beneficial to Ẹdo language Students, Ẹdo language teachers, Ministry of Education, Curriculum developers, evaluators and textbook writers and other researchers.

The study will benefit students significantly by providing them with opportunities to become active learners in Ẹdo language classes. It will introduce an innovative approach to acquiring Ẹdo language literary skills through the use of Google Classroom and whatsapp platforms. The researcher is confident that these technological tools will make learning Ẹdo language literature more engaging and enjoyable for students, while also allowing for individualized

and self-paced learning. Given that students at this level naturally spend considerable time on their mobile phones and other gadgets, it is anticipated that they will dedicate more time to their study materials, thereby enhancing their learning experience and outcomes.

The study will also benefit teachers by offering an alternative platform for instruction through technology-mediated tools such as Google Classroom and WhatsApp. Using these tools is expected to foster a more individualized and participatory learning experience, encouraging students to take an active rather than a passive role in their education.

Furthermore, it will benefit the Ministries of Education, which are responsible for organizing seminars, workshops, and conferences on emerging technologies. Such programs will help educational stakeholders understand and adopt new technological innovations, techniques, and strategies for teaching and learning the Ẹdo language.

This study will also provide significant benefits to curriculum developers, evaluators and textbook writers. For curriculum developers, the findings will offer insights into areas where improvements are needed in the design and structure of Ẹdo language literary curricula. Evaluators will gain valuable data to assess the effectiveness of current teaching methods and materials, enabling them to recommend evidence-based adjustments. Textbook writers, on the other hand, will be guided on how to incorporate more engaging and technologically aligned content into Ẹdo language literary publications, ensuring that resources are relevant and effective for modern learners.

Additionally, the study will be of immense benefit to other researchers. The results expected is to inspire web developers to create innovative technology packages tailored to the teaching and learning of language concepts, not only for Ẹdo but also for other indigenous and foreign languages. This could lead to the development of more interactive and accessible tools that enhance language education across various contexts.

Scope and delimitation of the study

This study investigated the effect of technology integration on the academic achievement of Junior Secondary School students in Ẹdo Language Literature. It specifically explores the use of Google Classroom, WhatsApp and conventional instructional methods as independent variables for teaching the prose and poetry components of the subject. Drama was intentionally excluded due to its performative nature, which requires live interaction and staging—features that digital platforms like Google Classroom and WhatsApp cannot adequately support, unlike the text-based formats of prose and poetry. Students' academic achievement in these components serves as the dependent variable. Additionally, the study considers sex (male and female) and school ownership (public and private) as moderating variables, to assess their influence on or interaction with the instructional methods. The scope of the study is limited to Junior Secondary School Two (JSS 2) students in the Ẹdo South Senatorial District of Ẹdo State and does not cover other educational levels, senatorial zones, or subjects beyond Ẹdo Language Literature.

Definition of Terms

The following terms as used in this study are operationally define thus:

Academic Achievement: Academic Achievement refers to the measurable outcomes and achievement of students, often assessed through grades, test scores, or other metrics

Conventional Methods: Conventional methods are the generally accepted and most popular methods of delivering instruction that have been used over a long time.

Ẹdo Language Literature: Ẹdo Language Literature encompasses both written and oral literary works written in Ẹdo (poetry, prose, drama, folktales and songs), to impart student with literary skills. It is categorized into three genres: fiction, nonfiction and folktales.

Ẹdo Language: The Ẹdo language is the native language of the Orẹdo, Orhiọnmwọ, Ọvia North and South-West, Egọ, Uhumwodẹ and Ikpoba-Ọkha Local Government Areas of Former Bendel State, now Ẹdo State.

ELSIP (Ẹdo Language Structured Instructional Package) is the set of printed and digital teaching/learning materials—including lesson notes, multimedia videos, and evaluation tools—used to deliver Ẹdo language literature lessons to junior secondary students through classroom instruction and online platforms such as Google Classroom and WhatsApp.

Google Classroom: Google Classroom is a free web-based Learning Management platform that streamlines the process of creating, distributing and grading assignments in a paperless manner through Chats; links, downloadable videos, documents and slides to facilitating remote learning and enhances academic Achievement.

MALI: (Mobile-Assisted Language Instruction) refers to using mobile digital tools, specifically WhatsApp and Google Classroom to create interactive learning environments for teaching Ẹdo Language Literature. MALI supports activities such as sharing resources, real-time communication, collaborative discussions, and multimedia learning to improve students' comprehension, critical thinking, and overall academic achievement

School Ownership: This refers to the entity that own and manage the school, which could be the public (Federal or State and Local government) or private (individuals' organizations).

Technology Integration: Technology integration involves incorporating technology tools like Google Classroom and WhatsApp for efficiency and enhanced educational outcome.

WhatsApp: WhatsApp, a widely used messaging app, enables users to send text messages, voice notes, images and videos. In the context of education, it has been adopted as a tool for communication between teachers and students, sharing resources and facilitating group discussions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The literature review is presented under the following sub-headings:

- Theoretical Framework
- Teaching Language and Literature in the Classroom
- Problems of Teaching Language and Literature in the Classroom
- Technology Integration and Its Effect on Academic Achievement
- Integrating Technology for the Enhancement of Students' Performance in Ẹdo Language Literature
- Effort of the Ẹdo State Ministry of Education in Integrating Technology into Ẹdo-Language Teaching
- Google Classroom as a Comprehensive Learning Management System
- Google Classroom and WhatsApp as Effective Teaching and Learning Platforms
- WhatsApp as a Facilitator of Communication and Collaborative Learning
- Effect of School Ownership on Achievement of Students Taught Using Technology
- Effect of Sex on Achievement of Students Taught Using Technology
- Summary of Literature Review

Theoretical Framework

The theoretical framework for this study is grounded in Social Constructivism (Vygotsky, 1978), which highlights learning as a process shaped by contextual interaction and social engagement. This perspective integrates language, thought, and mediation within social settings and holds that knowledge is co-constructed through cultural context and dialogue. In a social constructivist classroom, collaborative meaning-making is central: teachers act as facilitators, and peers play a key role in building understanding. The goal is to strengthen students' competence by progressively reducing direct teacher support (Swan, 2005).

The key differences between constructivist and Conventional language classroom lie in their teaching approaches, roles of teachers and students and the focus of learning. In a Conventional language classroom, teaching is teacher-centered with the instructor imparting knowledge through lectures and rote learning. Students passively receive information, focusing primarily on grammar rules and vocabulary memorization with little emphasis on real-world application or critical thinking (Mullamaa, 2020). This method typically follows a one-size-fits-all approach offering limited interaction among students. In contrast, a constructivist language classroom is learner-centered, emphasizing active learning through social interaction and collaboration. Vygotsky's theory of social constructivism underscores the importance of students constructing knowledge through experience and dialogue (Kolokouris & Plakitsi, 2021). Teachers in this setting act as facilitators, guiding students to discover meaning and develop language skills through activities such as group work, discussions and problem-solving. The focus is on real-life communication and critical thinking that allow students to apply language in meaningful contexts.

Four key strategies are associated with social constructivism; scaffolding, cognitive apprenticeship, tutoring and cooperative learning. Scaffolding refers to the process of progressively increasing student competence while decreasing direct teacher support. Cognitive apprenticeship entails teachers fostering belief in students' abilities, thereby creating an optimal learning environment. Tutoring provides explanations through interactions, either between adults and children or among peers of differing skill levels. Finally, cooperative learning encourages group discussions where students share and reflect on their personal experiences, further enhancing their understanding (Swan, 2005; Dennen & Burner, 2009).

From a cognitive and social viewpoint, constructivism consists of three primary propositions: cognitive sharing, assimilation of prior knowledge and the construction of new

understanding. Cognitive is seen as a tool for sharing people's understanding and testing it, while cooperative learning involves discussing something in groups based on their own experiences (Shadiev, Chen, Reynolds, Song, & Altinay, 2024). By incorporating social constructivism into the classroom, students can construct their own understanding and contribute to a more inclusive and effective learning environment.

Constructivism is a method of education that places a strong emphasis on the value of social interaction and the active creation of knowledge. It implies that learning is a personal and social process in which previously acquired knowledge is combined with fresh information to produce new meanings. Vygotsky stressed the importance of social contact in this process, contending that interactions with others might help to co-construct knowledge. Each person's learning process is unique since it depends on their sociocultural background and prior experiences. Constructivism also emphasizes the social context of learning, which gives real-world activities more meaning. Language is essential for communicating knowledge and learning requires motivation since people need to actively participate and consider their prior knowledge (Vaia, 2023).

Constructivist learning emphasizes the purposeful nature of designing learning activities, bridging the gap between students' existing knowledge and expectations. Educational technology empowers learners and teachers through user-centred design, facilitating the trend of "open content," where learners become producers of their own learning materials (Hutchinson, 2010). This shift in the learning production process can be with or without instructor collaboration, challenging educators' roles. Technological affordances are a contested field where individuals and social groups can struggle to influence and change technological design, uses and meanings (Kellner, 1999). Social constructivist links the philosophically-oriented social theory of technology with theories of democratization, in that, technology can contribute to a more democratic and egalitarian society. Each technology is

constructed by the interaction between its design and how it is appropriated by its users. Technology use is seen as the result of the interaction of several elements, such as inherent characteristics of the technology, teacher's pedagogical beliefs, student understandings of potentials and negotiations between students and teachers regarding pedagogical exploitation. These technologies align strongly with constructivist and social constructivist theories of learning and will fit well into classrooms in new ways. Professional educators must push the evolution of educational technologies to adapt to these evolving trends (Amarin & Ghishan, 2013).

Constructivist learning is a social approach that emphasizes the importance of technology in language teaching. By integrating virtual learning environments, blogging, media technology, course management systems and computer programs, language learners can access, select and interpret information, improve work quality, communicate with others, evaluate their work and gain confidence and independence. Teachers who use technology in their classrooms recognize the opportunity to differentiate instruction and transform classrooms into dynamic learning environments (Kaya, 2015; Ayse, 2018, Richards, 2020)

Constructivism can be effectively applied to teaching language and literature through WhatsApp and Google Classroom. These tools encourage active learning, scaffolding learning, collaborative learning, student-centred approach, reflection and critical thinking, multimodal learning, formative assessment, cultural relevance, flexible learning paths and a teacher as facilitator. By implementing constructivist principles, students can create an engaging and interactive environment where they actively construct their understanding of language and literature (Ademilson & Marcelo, 2023; Annamalai, 2019).

In summery, incorporating constructivist principles into language and literary teaching through SNS and LMS platforms can have a positive effect on academic Achievement by encouraging active learning, collaboration, customization, reflection, feedback, motivation

and the practical application of knowledge, ultimately improving students' comprehension and Achievement in these subjects.

Google Classroom and WhatsApp fit into the Constructivism theory by providing a collaborative online space for students and teachers to interact, share ideas and collaborate on projects. These platforms align with the constructivist notion of knowledge construction through social interactions and collaborative activities. Google Classroom allows for discussions, dialogue and the sharing of diverse resources, documents and multimedia resources that supports constructivist principle of continuous learning, assessment and reflective thinking. WhatsApp, on the other hand is a mobile-friendly platform that supports informal communication between students and teachers, recognizing the importance of social interaction in shaping individual understanding. WhatsApp groups facilitate peer collaboration and discussion outside of formal learning spaces, supporting the constructivist idea that learning is not confined to specific physical spaces or times. Both Google Classroom and WhatsApp support constructivist principles by providing spaces for collaboration, dialogue and the construction of knowledge through interaction and reflection, extending the learning environment beyond conventional boundaries (Abdelwahab, 2022).

Teaching Language and Literature in the Classroom

Teaching language and literature in the classroom involves a dynamic interplay of instructional strategies, learner engagement and the integration of technology. Conventional ly, language instruction has been largely teacher-centered, with a strong emphasis on grammar and vocabulary acquisition (Mullamaa, 2020). However, contemporary classrooms are increasingly shifting toward a focus on communicative competence, critical thinking and contextual learning, especially in literature. Modern educators aim to create environments where students not only learn linguistic structures but also interpret and analyse texts, making connections to cultural and societal themes (Kolokouris & Plakitsi, 2021).

The inclusion of literature in language education enhances learning by exposing students to varied linguistic structures and vocabularies, while also fostering empathy and reflection. Long and Doughty (2020) assert that integrating literature into language instruction deepens linguistic understanding and enriches cognitive and emotional responses. Furthermore, modern classrooms leverage digital tools such as e-books, online platforms and multimedia resources, providing interactive and personalized learning experiences that make language and literature education more accessible and engaging (Skobo, 2020).

Teaching language and literature presents unique challenges and opportunities. Contemporary methodologies emphasize the importance of integrating critical thinking and real-world application over Conventional rote learning. In language education, the focus has shifted from grammar translation methods to Communicative Language Teaching (CLT), which encourages active participation, interaction and the practical use of language in meaningful contexts (Richards, 2020). This learner-centered approach fosters language acquisition by promoting communication, collaboration and problem-solving skills, preparing students for real-world language use.

In literature education, there is an increasing emphasis on critical literacy, which urges students to engage with texts on a deeper level. Rather than focusing solely on the content of literary works, students are encouraged to question and critique texts, exploring their cultural, historical and ideological contexts (Lau, 2020). This critical engagement not only enhances language proficiency but also develops vital critical thinking skills, empowering students to apply these insights beyond the classroom and into their everyday lives.

Problems of Teaching Language and Literature in the Classroom

The teaching of languages in contemporary classrooms faces a multitude of challenges, ranging from overcrowded classrooms and varying student proficiency levels to a lack of adequate resources and insufficient technological integration. One of the most pressing

concerns is the difficulty in providing individualized attention within large classes, where teachers struggle to accommodate the diverse linguistic abilities of their students (Tavakoli & Zarrinabadi, 2018). These large class sizes restrict meaningful interaction, participation and the kind of personalized feedback that is vital for effective language learning. Moreover, students often come from diverse linguistic backgrounds, with varying levels of exposure to the target language, further complicating the teaching process (Van Canh & Renandya, 2017).

Another critical challenge is the documented shortage of modern instructional resources such as current textbooks, multimedia tools, and digital language laboratories, especially in under-resourced schools. Studies of Nigerian secondary education consistently report inadequate provision of up-to-date instructional materials and technology. For example, Mohammed and Abdelraheem (2019) found that many public schools still rely on outdated print materials and lack functional multimedia equipment, while Skobo (2020) noted that limited access to digital language labs and ICT infrastructure remains a major obstacle to effective language teaching. In many cases, this lack of resources forces teachers to rely on out-dated, teacher-centered methods, which have been shown to be less effective in fostering communicative competence (Mohammed & Abdelraheem, 2019). Compounding this problem is the rigidity of many language curricula, which continue to prioritise grammar and rote memorisation over real-world communicative skills. Examinations likewise emphasise reading and writing while giving little weight to speaking and listening, leaving students with theoretical knowledge but limited practical ability (Nguyen & Nguyen, 2021; Akinwumi, 2022).

In response to these challenges, Mobile-Assisted Language Instruction (MALI) may present a promising and innovative solution. By leveraging mobile devices such as smartphones and tablets, which are increasingly available even in resource-limited settings, MALI allows for a more interactive and personalized approach to language learning. Platforms like Google

Classroom and WhatsApp can support students as they develop their speaking, listening, reading and writing skills at their own pace, all while utilizing multimedia tools that cater to a variety of learning styles (Ang & Zaphiris, 2008; Andujar, 2020). Furthermore, the flexibility of MALI enables students to engage in asynchronous learning, accessing materials and practicing language skills outside of classroom hours, thus addressing the constraints of limited class time.

In addition, mobile platforms foster collaborative learning, allowing students to engage with their peers through group chats and discussion forums, which further enhance their communicative skills. As Mohammed and Abdelraheem (2019) point out, mobile learning tools not only boost student participation but also enhance motivation which is a key factor in successful language acquisition. With its cost-effectiveness and scalability, MALI offers a viable path forward, particularly for under-resourced schools. By integrating mobile-assisted methods into the curriculum, educators can create a more engaging, student-centered environment, effectively overcoming many of the obstacles currently faced in language classrooms.

Technology Integration and Its Effect on Academic Achievement

Technology integration in education refers to the deliberate use of digital tools and resources across the curriculum to enhance learning and achieve specific instructional goals. It enables students to apply computer skills and technological competencies to explore concepts, solve problems, and engage more deeply with subject content.

Technology integration and engagement are critical components of modern education, concentrating on students' active participation, motivation and interest in the learning process. Engagement entails active engagement, participation and information retention, whereas technology integration is the intentional and meaningful use of technological tools and resources to improve teaching and learning experiences (Hamilton-Hankins, 2019; Farm

Products, 2023).

Technology integration in education refers to the planned use of digital tools to support clearly define learning objectives. When educators link technology to authentic classroom tasks such as data analysis, collaborative writing, or multimedia presentations can increase student engagement and help develop higher-order thinking skills. Demonstrating practical applications, for example through simulations or real-world problem-solving activities, can raise learners' interest and motivation. Research by Asare and Parker (2022) shows that when teachers deliberately align digital resources with curriculum goals, students gain measurably in subject-specific understanding and reading proficiency.

Higher levels of engagement and improved academic outcomes are the results of integrating technology into teaching and learning. It has altered the ways in which people think, approach learning new information, communicate, work together and solve problems. By giving instructors access to technical resources and applications for teaching and learning, digital technology integration has transformed education. It has been connected to better knowledge creation, dissemination and academic Achievement. However, if it is not correctly integrated, its effects won't be what are anticipated (Hamilton-Hankins, 2019; Abbasi, 2020).

Studies (Oueini, 2019; Harris, Al-Bataineh, & Al-Bataineh, 2016) have opined that technology has been considered as a fantastic resource in schools that has enhanced learning but has its adverse consequences on student development. The first provider of computer access for teachers and students was Apple Classrooms of Tomorrow (ACOT), which was an initiative of the Anytime Anywhere Learning (AAL) program to promote change in the context of education. These programs in the 1980s and 1990s enabled more educational stakeholders to become aware of the good effects that technology might have on the teacher and students in the classroom.

Technology is becoming an increasingly prominent form of learning in today's classroom. Students are spending countless hours immersed in popular technologies such as WhatsApp, Facebook and Google applications. In today's classroom, technology is becoming a more prominent form of learning, with teachers working hard to incorporate technology into their everyday instruction (Carstens, Mallon, Bataineh, & Al-Bataineh, 2021; Asare & Parker, 2022). Educators are under intense pressure to give 21st-century students with a quality education based on 21st-century standards, which include providing students with the technical and informational skills required to compete in a dynamic, technology-driven world. However, technology has been considered as a fantastic resource in schools that has enhanced learning but has its adverse consequences on student development (Ranain-Abdulah, 2021).

In addition to Google Classroom, WhatsApp is a messaging application for smartphones similar to BlackBerry Messenger (Faiwari, 2014). It offers several advantages, such as being easy to use, automatic contact sync, global communication, chat, back-up features and stories features. However, it also has disadvantages such as account hacking risk, difficulty sending large files, troublesome WhatsApp Web and data not being stored safely (Suparman, Danim, Nirwana, Kristiawan, & Susanto, 2022).

Previous research has investigated the use of WhatsApp grouping applications in online learning, the impact of Google Scholar services on student satisfaction and the effect of WhatsApp on critical thinking skills in business economics subjects. Further research is needed to explore the effects of using Google Classroom and WhatsApp applications on learning activities and student satisfaction (Samphina Academy, 2023; Suparman, et. al. 2022).

Nature of technology Integration

The advancement of technology encourages the growth of e-learning and the use of Learning Management Systems (LMS) provides learners and educators with tools for enhancing and organizing learning processes (Harris, Al-Bataineh & Al-Bataineh, 2016). Social media has evolved into a self-motivated, independent and informal learning environment, becoming an essential component of the college, experience. WhatsApp applications that are connected with the present LMS can improve the educational process. These courses encourage students to acquire and assess knowledge in unique ways, to promote connections and direct contact and to track their progress through tests. These programs allow instructors to publish course materials, monitor student progress and enhance communication between educators and students (Al Hussain, 2023).

Mohamed, (2021) explored the impact of the internet and mobile applications on students' English language skills. The research was conducted among 80 students at RAK Medical and Health Sciences University in the United Arab Emirates; found that internet applications positively enhance students' English language learning. However, the impact was lower in areas related to speaking, listening, or group discussions. The study suggests that internet applications can be activated at all stages of English language learning and teaching and that blended learning, combining mobile and internet applications, can be budget-friendly and equally effective for students. The study emphasizes the importance of using the best online technological methods for teaching and learning English (Mohamed, 2021).

In the same token, Islam and Hasan, (2020) used a qualitative research method to explore the effectiveness of Mobile Assisted Language Learning (MALL) in teaching listening skills to university-level English language students. The study aims to assess why some MALL strategies are more effective than others. The results indicate that MALL is meaningfully efficacious in teaching ESL/EFL listening skills and using appropriate strategies can

positively contribute to better learning. The study recommends practical strategies for ESL/EFL educators when designing MALL listening tasks/activities. The findings highlight the importance of mobile technology in English learning and teaching (Islam & Hasan, 2020).

In a similar instance, a study by Raj and Tomy, (2024) investigated the effectiveness of instructional mobile applications in enhancing the English listening comprehension skills of rural students in India. Recognizing that rural students often face limited resources and linguistic challenges, this research seeks to determine whether mobile-assisted language learning (MALL) can serve as a viable solution to support language acquisition. Specifically, it aims to assess whether these applications can improve comprehension and facilitate skill development across different socio-economic and demographic backgrounds, providing equitable language learning opportunities. The research employed a quantitative experimental design involving 149 tertiary-level students from rural colleges in Tamil Nadu, India. Participants were divided into control and experimental groups, with pretests and posttests used to measure listening comprehension progress. The experimental group received audio-based instructional content via selected mobile applications over six weeks, while the control group continued with the existing syllabus. Statistical analyses, including paired t-tests, independent t-tests and ANOVA, were conducted to evaluate the impact of mobile learning on listening skills, considering demographic factors like sex, socioeconomic status and school type.

Results indicated significant improvements in the experimental group's listening skills, confirming the effectiveness of mobile learning in enhancing language comprehension for rural students. The study also found that demographic factors, including parental education, economic status and school environment, influenced language acquisition outcomes. These findings highlight the potential of mobile applications in bridging educational gaps,

suggesting that MALL can be a scalable, inclusive approach to language learning that benefits diverse student populations (Raj and Tomy, 2024).

Effects of Technology on Academic Achievement

Integration of ICT in teaching and learning can increase student achievement, but instructors' conviction and confidence are significant impediments to adoption. According to Kaur and Kirti (2021), Conventional teaching method systems frequently stress correction and rote memorization, which leads to children acquiring Achievement anxiety. This nervousness is exacerbated by the lack of instant feedback and the emphasis in written tests on reading comprehension and writing abilities. Because written assessments place a larger focus on reading comprehension and writing abilities than oral testing, older students are more prone to be hesitant or terrified of speaking in language lessons. The poor results of language tests in Nigeria demonstrate the fundamental flaws of this conventional approach to language learning.

Many authors argue that ICT improves educational Achievement in schools by providing enhanced learning opportunities, promoting equity and increasing access to courses. Additionally, it broadens the knowledge that people may access to encourage exploration, innovative ideas and creativity. Other authors measured teacher’s attitudes towards the use of web resources in the classroom and concluded that using web resources in the classroom is efficient (Aviram & Talmi, 2005). However, there is extensive literature on the impact of ICT on student’s Achievement, which shows mixed results. On one hand, some research demonstrates that there is no evidence of a key role for ICT in higher education and students’ Achievement (Youssef & Dahmani, 2008).

Poor academic performance is an achievement that is adjudged by the examiners as falling below an expected standard. It could be as a result of several factors such as poor teaching, psychological factors and unpreparedness on the part of the students, poor learning

environment, ownership of schools and the evaluation process. Studies (Kim, Lee, Lin, & Kang, 2021; Sunday, Adesope, & Maarhuis, 2021) have found a decline in students' grades and academic Achievement due to their engagement in social media networks. However, research has shown that WhatsApp usage is not associated with poorer grades but rather with higher grades. Social networks can divert students' attention and concentration towards non-educational, unethical and inappropriate actions, such as baseless chatting, pornography and time-wasting. Additionally, social network addiction can lead to missed classes and missed examinations, affecting students' academic Achievement and retention (Ajayi & Olajide 2022).

Technology has been found to enhance Achievement and student interest by supporting four crucial aspects of language learning: active engagement, participation, dialogue, feedback and links to real-world contexts (Rizk & Hillier, 2022). Computers may facilitate group work, remove instruction and facilitation from the classroom and provide a range of collaborative, real-world learning possibilities that cannot be matched by conventional teaching aids. Studies (Ghavifekr & Rosdy 2015; Abbasi, 2020; Hall & Israel, 2004; Asif, Sheeraz, & Sacco, 2022) have shown that technology can improve academic Achievement by increasing learning through applications that promote deep reasoning. The use of technology into the learning process can lead to enhanced Achievement, comprehension of complicated subjects, students acting as experts and increased learner motivation.

Computer-Assisted Instruction (CAI) has been consistently shown to enhance students' academic Achievement. For instance, Chinwendu and Agommuoh (2017) found that CAI positively impacts academic outcomes. Simões, Oliveira and Nunes (2021) reported a significant difference in mean Achievement scores between experimental and control groups, with the experimental group achieving superior results. Similarly, Omoniyi, Nwosu and Busuyi (2020) demonstrated that a computer-based instructional puzzle had a statistically

significant effect on students' learning outcomes and retention in social studies. Furthermore, Olori and Igbosanu (2016) concluded that computer-based multimedia presentations were more effective than traditional methods for improving academic performance. These findings underscore that technological advancements in CAI are pivotal for academic achievement and technical educators increasingly recognize its value and advocate for its integration into instructional strategies..

Poor academic performance among secondary school students remains a critical concern, often linked to the continued reliance on outdated conventional teaching methods (Helen, 2016). This persistent issue is reflected in the annual Senior Secondary Certificate Examination (SSCE) results released by the West African Examinations Council (WAEC), which highlight widespread underachievement in key subjects such as mathematics, English and Ẹdo language (Alordiah, Akpadaka, & Oviogbodu, 2015). Akinwumi (2022) attributes this trend to several factors, including sex, school location, ownership and socio-economic status. For example, female students frequently outperform their male counterparts in literary skills, suggesting an interaction effect of sex on academic outcomes, particularly in reading comprehension in the English language (Al-Bataineh, Harris, & Al-Bataineh, 2016; Jaiswal, 2020; Zippia Team, 2022).

Academic performance is typically measured through test scores or marks and is influenced by a range of elements, such as instructional methods, the learning environment and individual learner characteristics. For instance, performance tests assess students' psychomotor abilities by evaluating their manipulation of objects, tools, or equipment. According to Okoro and Ekpo, academic performance is ultimately quantified by comparing a student's standing against peers assessed with the same instrument, emphasizing a standardized approach to evaluation (Mohamad Nafis, & Mohamad Nasri, 2024; Eze, Ezenwafor, & Onwusa, 2020). The interrelation between these aspects underscores the

importance of adopting effective instructional methods and fostering conducive learning environments to address systemic underperformance and enhance outcomes across diverse student demographics.

Kpolovie, Okoto and Joe (2014) highlight the importance of academic performance in students' secondary education. Factors influencing students' performance include attitude towards school, interest in learning, study habits, attribution, self-efficacy, intelligence and motivation. They emphasize that academic performance is a phenomenon with educational, psychological and sociological connotations. Attitude towards schooling can be cognitive, emotional, or behavioural and can impact students' ability to study, remember facts and communicate their knowledge effectively. They further emphasize the importance of understanding students' attitudes towards schooling.

Technology offers numerous benefits, including fostering student autonomy and fostering a conducive environment for communication beyond the classroom. It also offers advanced research tools and the interface that aids in encouraging students to learn and experiment through the deployment of new strategies. Technology is only one method which can be adopted and is not guaranteed to be successful by any means, but with carefully thought-out uses and proper integration into courses, there can be significant benefits to both teacher and student (Mehdi & Meharet, 2015).

Recent years have seen a significant increase in the importance of technology as a learning aid, with studies looking at how it could assist academic success. However, there is little research on how technology affects academic achievement. The majority of research (Haleem, Javaid, Qadri, & Suman, 2022) concentrate on school settings like labs and classrooms, but after-school activities might shed light on how technology could help students do better academically. Even while several research show how technology-based learning techniques may boost performance, not all of them are successful.

Poor academic performance of secondary school students in Nigeria has become a major concern in the educational sector (Ogundele, Olanipekun, & Aina, 2014; Azuka-Obieke, 2011). Students' performance in both the National Examination Council (NECO) and the West Africa Senior Secondary Certificate Examination has deteriorated (Alordiah, Akpadaka, & Oviogbodu, 2015). The annual release of senior secondary certificate examination (SSCE) conducted by West Africa Examination Council (WAEC) depicts the problematic nature and generalization of poor secondary school students' performance in different school subjects, especially mathematics and English language).

A recent survey found that high-speed Internet is the top item on students' wish lists and that pupil are starting to recognize how useful technology is as a learning tool (Amponsah, Aboagye, Narh-Kert, Commey-Mintah, & Boateng, 2022). While female students favoured "tablets and mobile e-learning apps," male students chose "high-speed internet and game-based Learning simulations (Jung-Chuan, Jeng-Yu, & I-Jung, 2011). It was discovered that 9% of middle and high school students indicated their schools employ little to no technology. The key to getting students to utilize technology in a constructive way is to provide them real-world, practical applications and gaming-based learning gives students more room to be engaged in their studies and motivated to learn more. Technology is clearly having a big impact on schooling and it's clear that children are embracing it (Oladejo, Nwaboku, Okebukola, & Ademola, 2021).

The findings of several researches (Ghavifekr & Rosdy, 2015; Zhou & Izadpanah, 2023) on the connection between technology use and academic achievement show that technology can improve student results. According to the research Abuhassna, Al-Rahmi, Yahya, Zakaria, Kosnin, & Darwish, 2020), computer-based programs that foster deep thought enhance learning, but those that emphasize practicing rote skills might actually inhibit it. According to the Organization for Economic Cooperation and Development (OECD, 2016), the

incorporation of technology into learning experiences has the ability to boost learning in four different ways like learner motivation; mastering of complex concepts; students' function as experts; and improved scores.

Social media has significantly impacted communication, education and research, with social networking sites (SNS) being the most popular and accessible means of connecting people worldwide. These platforms enable individuals and groups to build profiles, share information and exchange information about their activities and interests. However, the usage of social media, such as WhatsApp, has led to widespread academic failure among secondary school students. 90% of students spend more time on social media than they do on schoolwork and studying, which may be a factor in their subpar performance. Social media serves a variety of purposes in education, including providing a place for the discussion of various viewpoints and empowering students to create their own communities (Iproject, 2023).

Using WhatsApp as a tool in language instruction, it is found out that online language learners outperform in reading comprehension and argued that technology changes teacher-learner rapport and their roles in an educational context (Khan, Nazim, & Alzubi, 2024). This study investigates the effectiveness of CALL and MALL programmes on learners' performance. It is argued that the efficiency of CALL and MALL programmes depends on the proper use of the programme and that the efficiencies of CALL and MALL programmes are influenced by intervening moderator variables, such as individual differences, task complexity and instructional environment (Ruto, 2022). Educational technology can affect and challenge learners' positive and negative emotions, such as grit, persistence, mind-sets, critical thinking, creativity, heuristic evaluation and grit. It is also argued that the primary objective of technology is to engage learners and improve social interactions with peers and that task designs via digital technologies in educational contexts can raise learner engagement

in language skills. Finally, it is argued that the effect of online and conventional learning on learners' language anxiety can be justified by a difference between a learner's anticipation, experience and apprehension from technology (Wei, 2022).

Substantial literature (Timotheou, Miliou, Dimitriadis, Sobrino, Giannoutsou, Cachia, & Loannou, 2022; Ng, Leung, Su, Ng, & Chu, 2023) also proposes that the use of technology as a learning tool may have drawbacks and researchers must attempt to incorporate computer technologies into educational environments with the hopes of enhancing learning. There is extensive literature outlining the possible benefits of using technology to support academic performance. Technology-based tools can take the learner beyond memorization of facts to exploring the how and why. Studies suggest that technology can enhance how youth learn by supporting four fundamental characteristics of active learning: active engagement, participation in groups, frequent interaction and feedback and connections to real-world contexts. Although there is little research on technology's ability to promote academic success in after-school activities, technology has considerably improved academic performance. While the majority of research concentrates on the classroom and lab, conventional school studies can shed light on how technology is used outside of the classroom. Although technology-based learning practices can help students do better academically, not all research has great outcomes. In order to properly appreciate the potentials of technology in promoting academic achievement, it is imperative to examine the interaction between academic performance and technology (Harris, Al-Bataineh, & Al-Bataineh, 2016).

The empirical study by Hussaini, (2017) sought to evaluate the effect of the Technology Task-Based Approach (TTBA), a new teaching method combining CALL, TBLT and P-GENRE methods, on enhancing students' English skills. A quasi-experimental design was implemented, involving 62 Nigerian primary students split into an experimental group, taught

using TTBA and a control group, taught with conventional methods. Over an eight-week treatment period, students' reading, speaking and writing skills were assessed through pre- and post-tests, with data analyzed using independent and paired sample t-tests at a .05 significance level.

The study found that TTBA had a significant positive impact on students' English proficiency, with the experimental group showing notably higher gains in reading, speaking and writing skills compared to the control group. Both teachers and students responded positively to TTBA, which boosted student interest and engagement in learning English.The study concludes that TTBA effectively improved English language skills and fostered positive attitudes toward English learning among students and teachers, underscoring the approach's potential as a valuable instructional method in Nigerian schools and make recommendations to maximize TTBA's benefits, primary school students should apply its tasks and strategies in English learning and teachers should integrate technology into language teaching. The Ministry of Education should provide TTBA training for teachers to further enhance student language proficiency skills (Hussaini, 2017).

Another study (Ugboja & Omachonu, 2022) investigated the impact of the Blended Learning Approach on students' academic achievement in English, specifically in essay writing, among senior secondary school students in Anyigba, Kogi State, Nigeria. They employed a quasi-experimental design, targeting all SSII students in Anyigba Metropolis, totaling 6,862 students; using purposive sampling, two schools and a sample of 70 students were selected. Both experimental and control groups completed a pre-test before a four-week treatment period using the Blended Learning Approach. Post-tests were administered, with data analyzed through mean, standard deviation and ANCOVA at a 0.05 significance level.

The results of the study showed that the Blended Learning Approach significantly improved students' academic achievement in essay writing. Additionally, there was no significant

difference in mean achievement scores between male and female students taught with the blended approach. The study concluded that the Blended Learning Approach positively impacts students' academic achievement in essay writing and that sex does not significantly influence this effect. Based on the findings, it was recommended that senior secondary schools in Nigeria adopt the Blended Learning Approach in teaching essay writing to improve academic outcomes (Ugboja & Omachonu, 2022).

Interacting Variables in the Effect of Technology on Academic Performance

Research in Ekiti State (Yapp, De Graaff, & Van den Bergh, 2021), Nigeria, has found that the interaction between sex, school ownership and socio-economic status of students' parents significantly impacts their academic performance. However, there are inconsistencies in the findings, as female students performed better than male students in reading comprehension skills. This suggests that sex and school ownership play a role in students' academic performance. The study also found that there was an interaction effect of school ownership on students' performance in reading comprehension. Despite these inconsistencies, the study highlights the importance of understanding the interaction between parents and students in determining academic success (Sianturi, Lee, & Cumming, 2022).

Researchers have identified sex, school ownership and socio-economic status of students' parents as factors that determine the level of their academic performance. However, there have been inconsistencies in these findings as they sought to find the interaction effect of these factors on word meanings and word formation in reading comprehension in Ekiti State, Nigeria. Ahmed Badawi, (2019) attested to interaction effect of sex, school ownership and socio-economic status on students' overall performances in inferring word meanings and word formation in reading comprehension in English language. It was found that there was no significant interaction effect of sex, school ownership and socio-economic status on performance of students in experimental and control groups. However, female students

performed better than their male students in reading comprehension skills thereby attesting the presence of interaction effect of sex on secondary school students' academic performance in reading comprehension language. It was found that there was an interaction effect of school ownership on students' performance in reading comprehension (Akinwumi, 2022).

Empirical study on the Effects of technology on Academic Performance like that of Hussain, Suleman, Naseer-ud-Din and Shafique (2017), looked at how information and communication technologies affected chemistry students' retention and academic performance. Based on their pretest results, fifty ninth-grade students were randomly assigned to comparable groups. The findings demonstrated that ICT was more beneficial and successful in teaching chemistry than conventional techniques, having a favourable influence on students' academic progress and retention.

Ergul and Cakir, (2020) conducted a meta-analysis study on the impact of Web 2.0 technologies on academic performance. They selected 19 studies from nine countries, including Turkish and English participants and performed a quasi-experimental approach. The results showed a positive and moderate impact of Web 2.0 technologies on academic performance, with an effect size of 0.740, according to the Hedge's g value and 95% confidence interval. The study's findings highlight the potential of Web 2.0 technologies in enhancing academic performance (Ergul & Cakır, 2020).

The study by Basri, Alandejani and Almadani (2018) explores the impact of ICT adoption on university students' academic performance. The research, using a quantitative approach and a sample of 1000 students from four Saudi universities, found a relationship between ICT adoption and academic achievement. The study also found that female students showed better performance than male students, but IT majors did not significantly impact academic achievement. The findings provide insights into the relationship between ICT adoption and

academic performance in a conservative environment and offer suggestions for future research (Basri, Alandejani, & Almadani, 2018).

The study by Aloqlah (2023) investigated the effect of social networking sites (SNSs) on university students' academic performance (AP) among faculty members at Imam Abdul Rahman Bin Faisal University. The research, using descriptive-analytic techniques, found that SNSs positively impacted students' academic performance, while sex, experience and college type had no significant impact. The study highlights the importance of understanding faculty members' perspectives on academic outcomes (Aloqlah, 2023).

The study by Anuyahong and Pucharoen (2023) assessed the Effects of Mobile Learning Technologies on student engagement and learning outcomes in a higher education setting. By analyzing student experiences and academic performance, the research sought to determine whether mobile platforms could enhance engagement and improve educational outcomes for undergraduate students. A pre-test/post-test control group design was used, comparing an intervention group that accessed a mobile learning platform with a control group that did not. The study was conducted with undergraduate students at a large public university. Data on engagement and academic outcomes, including course grades and standardized test scores, were collected and analyzed to evaluate the impact of the mobile learning platform.

Results indicated that students in the intervention group reported a significantly more positive experience with the mobile platform, including higher usage rates, perceived usefulness and satisfaction, compared to the control group. Moreover, the intervention group outperformed the control group in both course grades and standardized test scores, demonstrating a positive impact of mobile learning on academic performance. The study concluded that mobile learning technologies can effectively enhance student engagement and improve learning outcomes in higher education. The positive student experiences and performance gains suggest that mobile platforms can be valuable tools for fostering academic success. The

researchers recommend further exploration into optimizing mobile learning platforms and suggest investigating the scalability and sustainability of such technologies in higher education. Future studies could explore how to integrate these tools across various educational contexts and examine long-term impacts on student learning and engagement (Susilowati, 2021; Anuyahong & Pucharoen, 2023).

WhatsApp, Social Networking Sites/Platforms (SNS/P))

Social networking site, such as WhatsApp is an online platform that allows users to establish accounts, post material and communicate with other users. These services enable people to connect with family, friends and strangers who share similar interests, allowing them to communicate with people they already know as well as strangers. Due to their use of social media networks, students' grades and academic performance have declined and there is less time for studying (Iproject, 2023). WhatsApp usage, however, has been linked to greater school grades rather than lower student grades, according to research (Iproject, 2023). Social networks also draw attention and focus, diverting students to inappropriate, unethical and non-educational behaviours like pointless chit-chatting, pornography and time-wasting through erroneous searches. Students are increasingly absorbed by their smartphones and computers, leading to a diversion, distraction and division of focus between their social media activities and academic work. Parents and guardians fret that their children aren't receiving enough study time, especially in delicate areas like language and are instead spending too much time on social media. Students' use of social media networks is linked to a number of problems, including a high frequency of addiction, inappropriate language and spelling usage and distraction from academics, according to a preliminary evaluation and interviews with instructors and students (Ahmed, Alrawili, & Alkhawaja, 2021).

WhatsApp, a popular social networking tool, enables users to exchange resources such as hobbies, activities and in-person contacts. It enables users to communicate with one another

on the internet by exchanging ideas, documents and activities on their personal web pages. Furthermore, instructional films can be developed and distributed to improve the learning environment for students (Erbaggio, Gopalakrishnan, Hobbs, & Liu, 2012). According to Muhammad and Musbah (2013), WhatsApp is divided into three types: category sites, means to interact with friends and a trust-based recommendation system. Technology is also transforming the way we learn and communicate, which is helping us improve our public speaking skills. Video clips and voice recognition technology can help students improve their pronunciation and speaking skills (Olanrewaju, Omiola, & Adedapo, 2017; Sanako Connect, 2022). WhatsApp can help digital natives who grew up in the internet age enhance language education. Teachers can utilize WhatsApp to spark discussions, suggest subjects, engage students and provide academic assistance.

Nigeria's e-learning development began in 1886 with e-cable links between Lagos and London. Telephone service expanded to the rest of the country by 1893. Nigeria telecoms (NITEL) monopolized telecommunication services until the 1990s when the federal government launched a telecoms liberalization program. Four private providers were approved to provide General System for Mobile Services (MTR), but CIL's license was terminated due to late payment (Udom, 2023).

Nigeria's mobile communications sector has seen a significant growth, with the Nigerian Communications Commission (NCC) playing a crucial role in promoting digital technology. The introduction of the Global System for Mobile Communications (GSM) in 2001 and the Unified Access Service Licences (UASL) in 2005 allowed smaller providers to compete on an equal basis. The telecoms industry accounts for 15.35% of Nigeria's GDP. In December 2022, there were 154.28 million active mobile internet customers, with GSM accounting for 154.27 million subscribers. MTN Nigeria's internet users rose by 25.69 million, primarily from digital natives. The Nigerian Communications Commission's Wireless Internet Cloud

project has significantly improved teaching and research providing access to 20 mbps internet speed. Project, funded by the commission, has also expanded Open Distance Flexible Learning Programmes and facilitated internet-enabled work processes. Key facilities have been installed in strategic locations. The use of technology-driven instructional materials for junior and senior high school students could provide an alternative and motivate teaching methods, enhancing their proficiency in junior and senior secondary curricula. (Iproject, 2023; This day, 2023; Cable News, 2023).

According to Ferreira-Meyers and Martins (2020), WhatsApp fosters cooperation and collaboration because everyone creates their own content for group sharing. It may also be used to analyse student engagement, motivate and stimulate learners and allow teachers to evaluate and reward participation throughout the process.

WhatsApp is a mobile instant messaging application, has reached 500 million users worldwide since its introduction in 2009 (Tang & Hew, 2022; Ahad & Lim, 2014), using photos, social interaction in active construction of knowledge (Ali, 2017). Videos shared daily on, WhatsApp offers real-time communication and ease of sharing information and media content (Ahad & Lim, 2014). However, little research has been conducted on its impact on students' learning and performance. According to Abukari, Alhassn, Abdul-Karim, Christian and Musah, (2017), social media use has a considerable impact on academic performance among students in postsecondary institutions. Smartphones are the most popular among students, followed by cell phones and laptop computers. The most popular social networking sites are Google and WhatsApp. According to the study (Harris, Al-Bataineh & Al-Bataineh, 2016), there is no association between academic schools and social media usage, implying that students use social media for both academic and non-academic purposes. WhatsApp has grown in relevance in language instruction because of its affordances, acceptance and sociability. It has been used to dispel uncertainty, obtain feedback and boost

confidence.

WhatsApp facilitates informal language learning, information exchange and practice chances. Research shows good impacts on vocabulary learning, learner autonomy and reduced language teacher-learner anxiety. Some believe, however, that WhatsApp only sometimes results in favourable effects. Instead, it promotes social connection among community members, satisfying the psychological desire for relatedness. This leads to positive engagement, competence, connection and performance (Emeri, 2022).

The use of social media, particularly WhatsApp, in secondary schools has been linked to widespread academic failure, as students spend more time socializing than conducting research or reading their books. Nigerian experts argue that social media addiction has become a distracting technology in education, interfering with students' academic performance 90% of students spend more time on social media than they do on schoolwork and studying, which may be a factor in their subpar performance. Social media serves a variety of purposes in education, including providing a place for the discussion of various viewpoints and empowering students to create their own communities. However, students spend more time on social media sites than on academic pursuits, which have a negative effect on their academic performance (Eche & Okorie, 2018; Iproject, 2023).

Social networks have become a significant part of users' daily lives and their effects on education have been investigated by researchers. Studies have shown that social networks have both positive and negative effects on various variables, such as communication, motivation, social interaction and academic success. These tools can provide cooperation, increase social interaction, interest and motivation, sense of belonging, academic success, student-student and student-teacher interaction, support learning anytime and anywhere, provide peer support, feedback and allow for sharing of information in education (Cetinkaya, 2017).

As a mobile learning tool, WhatsApp offers higher forms of inclusion, catering to learners with different needs, such as introverted students, those with visual and hearing limitations and attention deficit students. WhatsApp allows for more comfortable participation, confidence and accessibility for all learners, regardless of their abilities. WhatsApp basically serves as a valuable tool for teachers and students to enhance their learning experiences and promote a more inclusive and effective learning environment (Rambe & Bere, 2013).

WhatsApp is a popular online chat tool that encourages collaboration and data collecting. It enables teachers to transmit voice or written queries and get responses in the same setting, enabling immediate feedback. Asynchronous forms, such as threaded discussion groups, are prevalent in research on the integration of technology and student-led text discussion. Individual readers can use these conversations to reflect on the content they've read as well as other student comments before drafting their own answer. Literature conversations have also taken place on social networking sites such as Facebook and Goodreads. Online chats are a synchronous electronic conversation format that allows discussion groups to convene in an online chat-room and share ideas at the same time (Coffey, 2012).

Some empirical studies on the effect of WhatsApp and Social Network Sites/Platforms (SNS/P) on Academic Performance include the study by Koranteng, Wiafe and Kuada (2018) who explored the impact of students' online social networking relationships on knowledge sharing and engagement. The research, based on the social capital theory, used partial least square structural equation modeling to analyse responses from 586 higher education students. The findings contradict previous studies suggesting that social networking sites are effective learning tools. The study also found no relationship between knowledge sharing and engagement. However, if the study is limited to specific academically inclined social networking sites, different findings may be observed.

This article investigates how students' online social networking relationships affect knowledge sharing and how the intensity of knowledge sharing enhances students' engagement. It adopts the social capital theory as the basis for investigation and the partial least square structural equation modeling was used to examine the hypothesized model. Responses from 586 students in higher education were analyzed. The findings provided empirical evidence which contradicts the argument that students perceive social networking sites as an effective tool for learning. Also, contrary to previous studies which posit that knowledge sharing impacts engagement, it was observed that there is no relationship between the two. However, as social networking sites differ in terms of member behavior norms, it is envisaged that if a similar study is conducted and limited to a specific academically inclined social networking site such as Academia.edu, ResearchGate, Mendeley and so on, different findings may be observed (Koranteng, Wiafe, & Kuada 2018).

A study by Lois and Ibironke, (2022) investigated the effect of the WhatsApp Group Learning Platform (WGLP) on learning outcomes in Science, Technology and Mathematics (STM) for Senior Secondary School students in Ekiti State, Nigeria. They selected a sample of 100 SS II students from two public schools was selected using a multistage sampling technique. Data were gathered through a custom-designed Science, Technology and Mathematics Performance Test (STMPT), with reliability confirmed by a test-retest method yielding a coefficient of 0.86. Descriptive statistics were used to answer the research question, while a t-test at a 0.05 significance level tested the hypotheses. Students in the experimental group used the WhatsApp Group Learning Platform, while the control group followed conventional learning methods.

The study found no significant difference in pre-test mean scores between the experimental and control groups, confirming their initial comparability. However, post-test results showed a significant improvement in mean scores for students using the WhatsApp Group Learning

Platform compared to those taught with conventional methods. The study concluded that WhatsApp Group Learning Platform effectively enhanced STM performance among secondary school students, showing it to be a beneficial tool for academic improvement in these subjects. It was recommended that schools integrate the WhatsApp Group Learning Platform to improve STM learning outcomes, utilizing its accessibility and collaborative benefits to enhance student performance in Science, Technology and Mathematics (Lois and Ibironke, 2022).

Another empirical study on the effect of WhatsApp and Social Network Sites/Platforms (SNS/P) on Academic Performance was conducted by Munang (2022) The study assessed the impact of social networking on students' academic performance at Ahmadu Bello University, Zaria. It focused on identifying how factors such as time appropriateness, duration of use, nature of usage and types of social networking platforms influenced students' cumulative grade point averages (CGPA). A questionnaire, designed based on previous research, measured students' social media use. The study selected a sample of 130 Computer Science students using a convenience sampling method. Data was analyzed using descriptive means in Python, with the independent variables being specific social media usage aspects and the dependent variable being student CGPA.

The study found that students' CGPA was influenced by how and when they used social networking platforms, indicating that inappropriate or excessive use might negatively impact academic performance and concluded that given the potential for social media to impact academics, it is essential for students to be mindful of how they use these platforms. The study highlighted the need for a balanced approach to social networking. It was recommended that Ahmadu Bello University implement educational programs to guide students in using social networking platforms for academic purposes, thus fostering a positive impact on their academic outcomes (Munang, 2022).

The study by Muhammad, Mohsin, Ayesha, Muhammad and Mussarat (2021) empirically investigates the impact of social media on students' academic achievement. The research, conducted using a quantitative research design and a paired sample t-Test, found that social media positively influences the academic performance of UOS Bhakkar campus students. The study supports the government and universities in providing facilities like the Internet and promoting responsible use of social media in academic work. The null hypothesis was rejected and the main hypothesis was accepted, emphasizing the importance of responsible media use in academic success.

The study by Khan, Azeem, Ahmed, Yasin and Ali, (2021) explored the impact of social media on student academic performance in higher educational institutions in southern Punjab, Pakistan empirically. The research found that social media usage significantly impacts students' academic performance, particularly through creativity, knowledge sharing and collaboration. The study also emphasizes the importance of social media in enhancing students' creative skills, knowledge sharing and collaboration with teachers. The findings contribute to the development of advanced learning methods and strategies, enhancing students' academic performance and fostering a conducive environment for academic success.

Daramola & Umoru, (2021) explored the effects of using WhatsApp on the academic performance of Business Education students in Cost Accounting at Federal Colleges of Education in North-West Nigeria using a quasi-experimental design with a sample of 91 students from a population of 241. The Cost Accounting Performance Test (CAPT) served as the data collection instrument, divided into a pre-test and post-test section. Data were collected over five weeks, with means and standard deviations used to answer research questions. The three hypotheses were tested using Analysis of Covariance (ANCOVA) at a 0.05 significance level. The study found that WhatsApp positively impacted students' academic performance in Cost Accounting. No significant sex difference was observed in

academic performance between male and female students taught using WhatsApp. However, there was a significant difference between students taught Cost Accounting via WhatsApp and those taught through the lecture method. It was concluded that WhatsApp effectively enhanced the academic performance of Business Education students in Cost Accounting. It was recommended that WhatsApp be integrated into teaching Cost Accounting for Business Education students in Colleges of Education to improve learning outcomes (Guo, France, & Cowley, 2020; Daramola & Umoru, 2021).

Google Classroom, a Learning Management System

Learning management systems (LMS) are software tools that manage user learning interactions and offer students, instructors and educators with access to online learning services (Kirvan & Brush, 2019). Training curriculums, course room and online events, eLearning programs and training content are all managed via LMS platforms. A good LMS should be self-service, self-guided and capable of self-service, rapid assembly and delivery of learning content, consolidating training initiatives on a scalable web-based platform, supporting portability and standards, personalizing content, managing the process, testing, mentoring and monitoring (Cavus & Alhih, 2014; Muhammad & Musbah, 2013; Ocampo & Panadero, 2023).

Online learning management platform, such as Google Classroom, is a popular method for facilitating discussions between students and teachers. The Google Classroom application is easy to use (Jamiludin, Darnawati, Uke, & Salim, 2021) and provides a discussion space for educators and students, reducing quotas. However, it has some disadvantages, such as internet network problems, lack of features for formulas and pictures and no automated quizzes or tests (Suparman, Danim, Nirwana, Kristiawan, & Susanto, 2022; Rozi, & Rijal, 2023).

The education system faces new challenges due to the rapid innovations and increased complexity of today's world (United Nations (UN), 2021). . To address these challenges, a shift in psychological and pedagogical theories from teacher-directed to student-centered approaches is necessary. Computer-based instructional packages such as Computer Assisted Instruction (CAI) and Learning Management Systems (LMS) like Moodle and Google Classroom have been developed for teaching and learning purposes. CAI uses a combination of text, graphics, sound and video to enhance the learning process (Donovan, 2017), with packages categorized into tutorials, drills, practices, problem-solving, games and simulation packages (Oguguo, Nannim, Agah, Ugwuanyi, Ene, & Nzeadibe 2020).

The development, administration and delivery of online learning environments are made possible by learning management systems (LMSs), also referred to as learning platforms, distributed learning systems, course management systems, content management systems, portals and instructional management systems (Kirvan & Brush, 2019). They make it possible for students to learn from lectures, discussions, tests and other presenter-student interactions (Oguguo et al., 2020). The present LMS is practical software for managing students and online course materials. However, they do not support active participation in the eLearning process or contact between the learner and the instructor. Social networking sites can be combined with LMS through open application programming interfaces (API), which must be supported by both the SNP and the LMS, to enhance the eLearning process. A hybrid system must support tracking of learners' collaboration, as it can be considered part of learners' final success and increase their motivation. By incorporating social tools and LMS, the educational system can better support learners' progress and encourage active collaboration among students.

Furthermore, LMS significantly enhances the learning environment and academic performance of students. Active participation and effective time management are key factors

in determining the amount of time spent on course work in an online learning environment. LMS provides an efficient learning process, with course materials available and instant results. Communication between students and instructors facilitates feedback and comments, promoting healthier academic goals. Research shows that students involved in technological initiatives have increased performance in standardized tests compared to those without access to LMS. Ebardo and Valderama's study on the use of LMS in an education environment showed that features such as online interaction, course materials availability and immediate assessment feedback positively contribute to students' academic performance (Knerl, 2021; Oguguo et al., 2020).

Empirical studies on the effect of Google Classroom and Learning Management Systems (LMS) on Academic Performance are available on literature. One of such is the study by Emeh, Umakalu, & Nwangwu (2006). They investigated the impact of Google classroom on the academic achievement of undergraduate students in computer database management systems in universities in Enugu state. A quasi-experimental research design was adopted, with intact classes assigned to the treatment group. The study found no interaction effect and the treatment group's academic achievement improved better than the control group. The findings suggest that lecturers should integrate Google classroom into their teaching practices, as it has been shown to improve students' performance in database management systems. The study underscores the importance of incorporating Google classroom in instructional methods (Nursyahrina, Retami, Pratama, Salsabil & Ihsan, 2021).

An empirical study by Oguguo et al., (2020) revealed that the use of Learning Management System (LMS) (Moodle) significantly improved students' performance in educational measurement and evaluation courses. The study used a non-equivalent group quasi-experimental research design, with 232 undergraduate students from Imo State University, Nigeria, selected. The Measurement and Evaluation Achievement Test (MEAT) was used for

data collection, with an internal consistency reliability of 0.88 using the K-R20 method and temporal stability of 0.89 using Pearson Product-moment correlation. The data was analysed using mean and standard deviation and analysis of co-variance (ANCOVA) was used to test the null hypotheses. The findings suggest that LMS Packages like Moodle should be learned and used by Educational Measurement and Evaluation lecturers.

In a similar token, the empirical study by Anekwe & Amadi (2020) investigated the impact of Google Classroom Discussion Strategy on undergraduate trainee teachers' interest and performance in Computer Education courses at the University of Port Harcourt. The research, which involved 275 participants, found a significant difference in interest and performance scores between those taught using Google Classroom Discussion Strategy and those taught using Face to Face Method. The study concluded that Google Classroom as a learning management system enhances students' learning, resulting in increased interest and better academic performance.

This study by Uchechukwu and Abraham (2023) investigated the effectiveness of Zoom and Google Meet videoconferencing platforms in enhancing student interest and academic performance in Computer Studies in private Senior Secondary Schools in Rivers State, Nigeria. The study sought to compare the impact of these two platforms on students' engagement and academic outcomes in ICT-related education. The researchers employed a quasi-experimental design with a non-randomized, non-equivalent, pre-test and post-test experimental group setup. The population comprised Senior Secondary II (SS2) students from 349 accredited private senior secondary schools in Rivers State. Using multi-stage sampling, a sample of 210 SS2 students was selected from intact classes across six private schools. Data were collected via two validated instruments: the Computer Studies Interest Inventory (CSII) and the Computer Studies Performance Test (CSPT), which had reliability coefficients of 0.85 and 0.92, respectively. Post-test scores were analyzed using mean and

standard deviation to address research questions, while t-tests and ANCOVA were applied to test the hypotheses.

The findings indicated that both Zoom and Google Meet positively impacted students' interest and academic performance in Computer Studies. However, Google Meet was observed to have a more substantial positive effect on students' interest and performance levels than Zoom. This suggests that while both platforms are beneficial, Google Meet may offer advantages in supporting student engagement and academic achievement in ICT education. The study concluded that Zoom and Google Meet are effective tools for improving student interest and performance in Computer Studies, with Google Meet showing a slightly greater impact. This underscores the potential of videoconferencing platforms to support e-learning initiatives in secondary education. Based on the findings, the study recommends that secondary schools in Rivers State consider adopting learning management systems and videoconferencing platforms, especially Google Meet, to enhance e-learning. Such integration could boost student engagement and learning outcomes in ICT-related subjects, contributing to the broader acceptance of digital learning methods (Uchechukwu & Abraham 2023).

Integrating Technology to Enhance Edo Language Achievement in Schools

Language is a social and distinctively human way of expressing, investigating and communicating meaning as found in Ilovelanguages.com, (2021). It is necessary for establishing personal connections, comprehending social situations and participating in democratic society. Learning a language is an active process that begins at birth and lasts the rest of a person's life. Students use language to express ideas, emotions and their life experiences. Early on, children acquire language informally and use it to create and communicate new meaning in their own special ways. The use of what they have learned in new and more complicated contexts helps students improve their learning because language

development is continuous and recursive. Students however increase their language proficiency and fluency by picking up and using new language structures (Edu.gov, n.d).

Education in Nigeria's school curriculum demands that language instruction be rooted in pupils' mother tongue during early grades, before transitioning to English; this approach is supported by recent research showing that using indigenous languages improves comprehension, retention, and overall learning outcomes (Nyitse & Dzer, 2024). However, not everyone approved this system of education, leading to governments intervening in the country to give English more prominence.

The National Policy on Education in Nigeria since 1960 acknowledges the multilingual nature of the country and the importance of teaching indigenous languages. The Fourth Edition of the National Policy on Education (NPE) (FRN, 2013), recommends that both primary and secondary school curricula include instruction in indigenous languages as well as English, French and Arabic. At the primary education level, the NPE provides provisions for teaching and learning the mother tongue (L1) and English/French/Arabic language (L2) for the first three or four years of basic education. At the senior secondary education level, English is compulsory, while French and Arabic become "non-vocational electives." The 6th and current edition of the NPE (reprinted 2014) includes French, Arabic and any Nigerian language in the core curriculum of junior and senior secondary education (FRN, 2013; Iwuchukwu, 2021).

The importance of languages is well understood and supported in school curriculums, with mandatory testing at various stages towards the end of school year. these tests include comprehension and composition. This system underscores the importance placed on Language, but it can also lead to failure. Some of the problems with conventional teaching methods include students expectation to master all aspects of a language simultaneously, listening, comprehension, reading, writing and oral reproduction of these new and alien

sounds. Additionally, large class sizes severely limit the amount of individual speaking practice students receive; as a result, many remain hesitant to participate and lack confidence when required to speak (Le, Le, & Le, 2024).

Intuitive Teaching of language Skills is a method of teaching a learner to perform three actions simultaneously: reading, listening and speaking simultaneously with the speaker (Zilberman, 2021). This method presents the brain with a challenging workload and automatically stops cross-translation into the native language. It has been successful in a pilot project and can be improved by briefly retraining language teachers and allowing them to become coaches in Intuitive Training language Skills. However, this method is not taught to teachers since it was recently developed and patented. Cognitive dissonance is a phenomenon described by Frantz Fanon about 70 years ago where people hold a firm core belief and are unable to accept new evidence that works against that belief. To improve the way of teaching, we need to be aware of this phenomenon and rationalize, ignore and even deny anything that doesn't fit with the core belief.

Many radio and television stations in Ẹdo State provide only limited programming in indigenous languages. A recent study, for example, found that Hit FM in Calabar does not air programmes in local languages, illustrating how some broadcast media contribute to reduced usage of indigenous tongues (Etika & Edwin 2018). Although the Nigeria Broadcasting Code mandates a high proportion of local content in broadcast programming—television stations are required to provide at least 60 percent local content under the 2012 NBC Code (EliteProject, 2020; Lawyard Blog, n.d.)—stations based in Ẹdo State, such as Ẹdo Broadcasting Service Television (EBSTV), Independent Television (ITV), Independent Radio (IDR), Silverbird Television (STV), Bronze FM, and the Nigerian Television Authority (NTA) Benin, currently air only a small number of Ẹdo-language programmes. For example, shows like *Ibota* and *Arenmweyaan* on ITV, *Ugie Ọmọ* and *Uyi-Ẹdo* on NTA

Benin, and *Ugie-Ẹdo* on African Independent Television (AIT) Benin are each scheduled just once a week. This limited frequency contrasts with state efforts to promote the Ẹdo language in other sectors—such as the deployment of 253 in-service teachers to teach Ẹdo languages in schools and the organisation of Ẹdo-language summer school programmes for children through the Benin Cultural Heritage Centre (ThisDayLive, 2018; Vanguard News, 2018). These examples highlight the gap between national broadcast policy and actual indigenous-language programming within Ẹdo State. (Osemwegie-Ero, 2023; Omoera, 2013).

The Nigerian government acknowledges the complexity of education and language issues due to the multi-ethnic and multi-lingual environment (Gallagher, Beck, Ramirez, Barber & Buehl, 2023). The National Policy on Education, first issued in 1977, defines specific roles for Nigerian languages at the basic-education level. It requires that, during the first three years of primary schooling, each child be taught in the language of the immediate environment while English is introduced only as a subject of study. Recent policy discussions reaffirm this framework: the federal government and the National Council on Education have reaffirmed that the language of the immediate environment should be medium of instruction for at least the first three years (and in some proposals up to primary six), consistent with the 1977 NPE (News Agency of Nigeria, 2025). However, for national unity, every child must learn one of the three national languages. From the fourth year, English is the medium of instruction, while Hausa, Igbo, Yoruba and French are taught as school subjects (Ibrahim & Gwandu, 2016).

However, implementing the policy in urban settings tend to be hindered by insufficient human resources, mother tongue instructional materials and a linguistically mixed classroom. The lack of funding, inadequate facilities, equipment, infrastructure, textbooks and supervision or monitoring has resulted in a gap between the formulation and actual implementation of the policy. Also, some school owners, parents, teachers, students and the

general public seem to be unaware of the policy, further highlighting the need for improved supervision and monitoring for informed implementation of the policy (Ibrahim & Gwandu, 2016).

The National Policy on Education (FGN, 2014) states that one of the primary objectives of Nigerian education is "the total integration of the individual into the immediate community." Ẹdo language is therefore suggested as a subject (curriculum) and a means of integrating junior and senior secondary school students with the local community in order to fulfil this national aim. It is one of the indigenous languages offered in The West African Senior School Certificate Examination (WASSCE), a standardized test in West Africa conducted by the West Africa Examination Council (WAEC) (Fapohunda, 2023).

The Ẹdo Benin people live in the former Bendel State in South-South Nigeria and speak the Ẹdo language, which is a national language in the Nigerian linguistic landscape. A significant member of the Kwa branch of the Niger-Congo family is this Ẹdoid language. However, the number of Ẹdo people who can speak, write and understand the Ẹdo language is dwindling as a result of English's pervasive impact. Because they believe it would have more sociolinguistic and economic benefits in an increasingly urbanized Ẹdo territory, parents in the Ẹdo/Benin region are already switching to English to converse with their children at home, according to AigbẸdo, (2012). Even uninformed parents are making an effort to speak in English language in the hopes that it would open up additional opportunities (Omoregbe & AigbẸdo, 2012).

According to Omoregbe, (2005) Ẹdo is the main indigenous language spoken in Benin City, the capital of Ẹdo State. However, the mixture of languages in the land makes it difficult for Ẹdo language to maintain its high position and vitality. English language and Nigerian Pidgin English (NPE) are being used as the languages of Wider Communication (LWC) to the detriment of Ẹdo language. The loss of any language comes at enormous cost to its speakers,

but a major concern exists in tribal communities for the preservation of the indigenous language-and culture. With the coming of the missionaries in the 15th-16th centuries, mission schools were established and they taught the young people of Ẹdo how to read and write only in English. In the independent Nigeria, English is the official language, therefore, the younger generation of the Ẹdo community tends to use English more than they use Ẹdo (Egele & Ugheoke, 2023).

The Atlantic, (2024) and Ebadi, (2018) emphasizes the significance of identifying Indigenous languages as more than a series of letters and sounds. With 43% of the world's 6,000 languages on the verge of extinction, academics are turning to artificial intelligence to transcribe and preserve these languages. Google has created machine learning technology to analyse audio recordings, resulting in AI models for 12 Indigenous Australian languages (The Atlantic, 2024). However, obstacles persist, such as writing Indigenous languages and detaching them from their settings and traditions. Indigenous languages include a huge diversity of information and culture that must be preserved and rejuvenated as language is more than simply a series of letters and sounds (Agency Report. 2018).

Effort of the Ẹdo State Ministry of Education in Integrating Technology into Ẹdo-Language Teaching

The Ẹdo State Ministry of Education (MoE) has taken notable steps to embed technology into the teaching of Ẹdo language and other subjects through its ẸdoBEST@Home programme, launched in 2018 and scaled up during the COVID-19 school closures. ẸdoBEST@Home was conceived to guarantee uninterrupted learning when physical classrooms were unavailable and to strengthen digital habits among teachers and pupils.

The initiative delivers instruction across multiple low- and high-tech channels. Lessons are hosted on the Ẹdo State Universal Basic Education Board (SUBEB) website and pushed to thousands of families through structured WhatsApp groups, which act as virtual classrooms where assignments, reminders, and audio files are shared. Interactive radio broadcasts and

downloadable audio lessons make lessons accessible even in households without internet connectivity. For literacy and language development, including Ẹdo language, the Ministry distributes digital storybooks tailored to different age groups so that children can practise reading comprehension while enjoying culturally relevant narratives.

To complement broadcast and online content, the Ministry produces Self-Study Activity Packets for every grade. These packets combine reading passages, guided exercises, worked examples, and critical-thinking problem sets. They are designed to reinforce homework books and provide structured practice in Ẹdo and other languages. Teachers and pupils also make use of mobile quizzes, delivered through WhatsApp, which give instant feedback and cover a wide range of topics. This real-time assessment allows learners to check their understanding immediately and encourages continuous engagement.

Reports by the World Bank and the OECD note that ẸdoBEST@Home has improved instructional quality and sustained literacy growth during periods of school disruption. Analysts highlight its emphasis on local language materials as a key factor in maintaining children's connection to their mother tongue while building digital skills for the future (Munoz-Najar, 2020; World Bank, 2025). These efforts show that Ẹdo State is not only meeting short-term needs but also laying a foundation for long-term integration of technology into Ẹdo-language instruction across basic education (Ẹdo State Ministry of Education, 2023; Osemwegie-Ero, 2023).

Oral literature is a type of creative text that includes preliterate civilizations' tales, conventional beliefs and songs. Riddles, pins, tongue twisters, proverbs, recitation, chants, songs and stories are all included. The Ẹdo people, famed for their brass and ivory art and intricate governmental system, are members of the Ẹdoid language cluster, which is part of the Kwa language family and the Niger Kardofanian superfamily. Ishan, Ivbiosakon, Akoko Ẹdo and Inem are Ẹdo people. Oral traditions also mention an early dynasty of monarchs

known as Ogiso, who reigned. The Ẹdo people are known for their brass and ivory art, as well as their intricate governmental system (Iproject, 2023).

Literature plays a crucial role in Ẹdo culture, fostering reading and writing skills among students. Fables are chosen for their content and concerns, while literary tuition aims to broaden insight, refine character and improve knowledge and language skills. Literature is considered a cultural and intellectual treasure of the Ẹdo people for the potential for societal change. Oral literature is characterized by epic poems, folk tales, folk songs, myths, legends and ballads. It is a form of entertainment that is delivered orally and transmitted through word of mouth. Written literature, such as novels, poems, stories and essays, is primarily written down (Joe Project Store 2017). Oral storytelling however has a long history dating back to prehistoric times. Folklore is another form of oral literature that creatively expresses conventional beliefs and customs passed down from generation to generation (Wijaya, Mulyati, Damaianti, & Sumiyadi, 2018; Shehu, 2021).

To foster reading proficiency, teachers can employ the literature-circle technique, which engages students in structured discussions that strengthen the strategies and habits of effective readers. By reading, conversing, and responding to a shared text, students deepen comprehension while cultivating critical thinking and reflective skills. Yet, classroom practice sometimes relies on approaches that leave learners passive, bored, or disengaged (Ranain-Abdulah, 2021).

“Blended discussion formats — combining synchronous (live or in-person) and asynchronous (online or out-of-class) components — have been used in literature discussions to support deeper engagement. For example, Day & Kroon (2010) showed that students used Think Quest, a website designed for school-use, to plan and organize rounds of literature circles, complemented by face-to-face meetings. In another study, Simpson (2010) described a “book rap” approach in which students completed scaffolded worksheets individually to prepare for

in-class literature discussions; this included moderated email exchanges so students in different classrooms could share insights. Similarly, Coffey (2012) reviews small group literature discussions that integrate technologies like online forums, wikis, or threaded discussions, along with extension projects using PowerPoint, scanned images, hyperlinks, sounds, voice recordings, and visual elements. Together, these studies illustrate how technology can enrich traditional literature discussion practices by adding flexibility, media variety, and opportunities for student reflection and creativity.

The conventional teaching model functions much like a production line, addressing only a small segment of labour-market needs. Universities typically respond to rising enrolments by building larger lecture theatres, except in a few European institutions that employ alternative teaching and learning strategies (Serroukh & Serroukh, 2015). In this traditional approach, the tutor dominates the classroom and instruction relies heavily on textbooks, with assessment treated as a separate activity based on study hours rather than actual teaching time. Although students are expected to engage through drills and other activities intended to make learning interactive, genuine participation is often limited (Semo & Ibrahim, 2022).

Ẹdo language literature, a collection of written, spoken and artistic works, is a vital tool in preserving the cultural heritage and identity of the Ẹdo people. It serves as a generational bridge, transmitting conventional values and fostering a sense of belonging. The literature encapsulates the moral values, ethical norms and social behaviours that define the Ẹdo community, conveying life lessons and societal expectations. It also reinforces the sense of identity and connection with the Ẹdo people through reading stories set in familiar cultural contexts, written in their own language. It delves into rituals, ceremonies and conventional practices, ensuring the authenticity of these practices. Cultural diversity is highlighted in Ẹdo language literature, with stories representing different regions, clans and groups. Ẹdo

literature showcases various artistic forms, such as poetry, songs and drama, reflecting the creative expression of the Ẹdo people (Iproject, 2023).

Adaptation and evolution are vital in Ẹdo-language literature, allowing it to preserve traditional values while addressing contemporary issues so that it remains relevant to present-day Ẹdo people. Literature also serves as a powerful medium for teaching the Ẹdo language and for nurturing students' social skills through the themes and experiences embedded in literary works. In primary school, literary study should form the first milestone in students' understanding of literature: children begin with age-appropriate stories, progress to adolescent literature, and eventually explore adult texts. Early exposure is crucial for developing reading and writing skills, so carefully selected stories should be introduced at the earliest stages. As Bayraktar (2021) observes, literature provides high value for the development of children's language, cognition, personality, and social competence, making literary works an effective means of fostering positive character and meaningful change.

The three principal literary genres are poetry, prose, and drama. Poetry is typically written in verse and marked by symbolic language, rhythm, and measured structure. Prose follows the natural flow of conversation, using standard syntax and everyday language (Leaders Press, 2022; De Reichert & Hernandez, 2019; Ask Me, 2023). It is commonly divided into fiction and non-fiction, encompassing forms such as news articles, biographies, essays, novels, short stories, fables, and even certain types of drama. Drama, by contrast, is a performative genre intended for the stage, often organized into acts—traditionally five—and classified as comedy, melodrama, tragedy, or farce. Although dramas may be fictional or based on real events, most are imaginative interpretations rather than literal accounts. An author's distinctive writing style strongly influences how these genres are expressed (Ask Me, 2023; Anahamilto, 2020; Nordquist, 2023).

The Role of Technology in Language Learning

Technology can significantly enhance the teaching of literary texts in language classrooms, providing students with more control over their learning. By integrating technology with resources and time, students can access information, learning spaces and use other resources at their convenience. This allows them to learn at their own pace, enhancing their learning experience. Technology-based resources can complement classroom interaction and ensure library resources, enhancing the overall learning experience for students. Therefore, technology plays a crucial role in enhancing the teaching of language texts in language classrooms (Nisamemeyk, 2019).

Language instruction is essential to language learning, particularly when it exposes learners to a wide variety of authentic resources. Technology enhances this process by integrating online and digital media in pedagogically effective ways that support language acquisition. Traditional, teacher-centred instruction, however, often leads to problems such as the forgetting curve, limited retention of grammatical rules, and insufficient development of independent thinking in the target language. The Intuitive Teaching Skills approach addresses these shortcomings by eliminating reliance on cross-translation and reducing the forgetting curve, enabling learners to internalize intuitive grammar and use active vocabulary testing for indirect feedback (Erbaggio, Gopalakrishnan, Hobbs, & Liu, 2012).

Course Management Systems (CMS) and other online technologies are transforming language and culture teaching by improving cognitive processes and engaging students in higher-order abilities. CMS supports content presentation and learning activity creation, it allow students to engage in tasks that involve analysis, synthesis, assessment and application. Language acquisition that uses technology to acquire particular vocabulary, assess and improve grammar proficiency and increase auditory and written understanding of language is known as technology-assisted learning. Literature and cultural resources are employed as

practice materials for language skills. Language studies components are increasingly incorporated language studies, it is focused on strengthening general literacy abilities, comparable to the conventional strategy used in first language education. Learning settings and approaches that are closely aligned with the communication styles and learning preferences of this generation may improve their learning. The use of the Internet, new media and emerging technology in the teaching of foreign language and culture provides educators with a variety of instruments for creating such learner-centered environments. Technology may be a powerful tool for reaching out to existing students and communicating with them in their native language, positively boosting their motivation and engagement. (Erbaggio, Gopalakrishnan, Hobbs, & Liu, 2012; World Schools, 2022).

> "Language instruction has been revolutionized by the internet, which enables students to interact directly with native speakers. Computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) have been shown to enhance learners' reading skills and overall communicative competence (Kim & Kwon, 2020). Technologies such as mobile social applications, course-management systems, mobile podcasting, and automatic speech recognition (ASR) provide flexible and adaptive learning environments that immerse students in the target language and culture. Speech-recognition tools, in particular, deliver precise feedback on pronunciation and speaking, allowing learners to progress at their own pace and concentrate on areas that require improvement" (Wei, 2022).

Technology has been used in core subject-related fields such as science, math and language to improve student comprehension of subjects. Karakış, Karamete and Okçu, (2016) research has shown that computer-based applications that use visualization, modeling and simulation have proven to be powerful tools for teaching language concepts. Technology can also be applied in science classrooms, leading to higher test scores and greater understanding of the

subject material. ThinkerTools, a computer-assisted learning program, was found to increase middle school students' understanding of subject matter beyond their grade level.

Technology offers numerous benefits for language learning, including broader exposure to the target language and culture, heightened motivation and attention, flexible and adaptive learning opportunities, and access to speech-recognition tools (Richards, 2020). Technology-rich instruction encourages frequent practice, shifts learners from passive recipients to active participants, and supports adaptive systems that track progress and tailor lessons accordingly. Software solutions enhance efficiency and effectiveness across core skills, such as pronunciation and speaking, by providing video demonstrations and real-time feedback through speech recognition, enabling students to master common words and phrases accurately (Sanako Connect, 2022; Richards, 2015). These advantages allow learners to set their own pace, focus on areas needing improvement, and achieve deeper, more rewarding linguistic immersion.

The Federal Government of Nigeria formally enacted its *National Policy on ICT in Education* in 2010, following approval by the Federal Executive Council. This policy provided systematic guidelines for integrating instructional technologies into educational institutions nationwide (Federal Ministry of Education, 2019; National Implementation Guidelines for ICT in Education, 2019). However, the acceptance of any new educational innovation depends on many factors, including the attitudes of end users and the professional qualifications of teachers. Although media use is generally viewed positively, instructors with many years of experience may be reluctant to adopt new teaching strategies or innovations if these require substantial changes in their methods. Teachers are more likely to embrace innovations when they have received relevant training or have qualifications in educational technology (Aduwa-Ogiegbaen, 2006).

Modern language teaching tactics largely employ multimedia, communicative language teaching methodologies, numerous accessible resources and educational games to provide students with chances to substantially expand their exposure to the target language. Learning management systems (LMS) and specific language teaching platforms, such as W and G, allow teachers to manage course content, assignments and evaluations in a consolidated online place (Sanako Connect, 2022).

Several digital applications have been developed in recent years to support the teaching and learning of the Ẹdo language. The Ẹdo Language for Beginners app, created by 3eTechnologies and first released in 2019, introduces children and adult learners to basic Ẹdo vocabulary and pronunciation through interactive games, puzzles, and thematic lessons such as body parts, colours, and animals. The same developer launched the Ẹdo Language Dictionary in 2019, offering more than 8,000 Ẹdo–English entries with audio support for pronunciation. Another notable resource is Speak and Write Ẹdo Language, produced by Talkasoft and updated as recently as August 2023, which teaches reading, writing, and correct pronunciation through practice quizzes and voice-recognition exercises. For cultural engagement and listening practice, Ẹdo Radio, a free online and Android app designed by 9jaStar and last updated in April 2024, streams Ẹdo-language music and talk programmes, while the Ẹdo Audio Bible, also from 9jaStar and first released in 2015, allows users to hear the Bible read entirely in Ẹdo. Together, these applications provide learners with flexible, technology-driven opportunities to build vocabulary, improve pronunciation, and experience Ẹdo language and culture in both educational and everyday contexts (Osemwegie-Ero, 2023).

Empirical study on Language and Literature Education by Olanipekun (2015) analysed students' academic performance in General English 1V at Kwara State College of Education in Nigeria. The results showed poor performance, with sex not being a significant factor. The study concluded that language studies should be enhanced to improve students'

communication skills and academic performance. Recommendations were made to enhance language studies for better academic outcomes.

Ekanem (2021) highlights the importance of language of instruction (LOI) in Nigeria's Early Childhood Education (ECE) for children's learning. The National Education Policy prescribes the mother tongue as LOI, but parents and teachers have expressed differing views on LOI. This study however investigates how LOI affects age 4-5 years old children's literacy skills in English in Akwa Ibom state. Findings indicate that children taught through code-switching and those instructed solely in English acquire literacy skills at comparable levels; however, significant differences emerge across school locations. Teachers nonetheless show a clear preference for mixing English with the mother tongue during instruction (Milligan, Desai, & Benson, 2020).

Recent research suggests that children taught using code-switching do *not* always outperform those taught only in English on basic literacy skills. For example, in a study of heritage language classrooms in Singapore, Schmid and Yilmaz (2020) found no significant difference in vocabulary and receptive literacy outcomes between students exposed to English-only instruction and those whose teachers used both English and the mother tongue; however, differences did emerge depending on school location and resource availability. Similarly, in Kenya, Wafula and Mochacha (2020) examined secondary school students in Trans-Nzoia County and found that although code-switching helps with comprehension and speaking fluency, performance in formal English writing and grammar varied notably across schools in urban versus rural settings. Moreover, these studies show that teachers often prefer to mix English and the mother tongue during instruction, especially when doing so helps clarify difficult concepts or supports students' understanding (Schmid & Yilmaz, 2020; Wafula & Mochacha, 2020).

Lopata, Wallace, & Finn, (2005)'s study compared the academic achievement of 543 urban 4th and 8th grade students attending Montessori or conventional education programs. The majority were minority students and low-income. The study found that enrolment in a Montessori school was not associated with higher academic achievement. The findings suggest further research to understand the impact of conventional education on students' academic performance.

Veletsianos, Kimmons, and French (2013) argue that incorporating social networking into formal education is worthwhile because these platforms can extend learning beyond the classroom, foster collaboration, and build communities of inquiry. Their study found that when instructors deliberately integrate social networking tools such as Facebook groups or similar networks—students have more opportunities to share resources, exchange feedback, and maintain academic discussions outside scheduled class time. However, empirical literature on instructor experiences is limited. This qualitative study investigates five instructors' experiences with Elgg, revealing expectations, heterogeneity, compartmentalization and frustrations. The study highlights the contested nature of social software usage and the role of learning management systems in understanding and using social networking tools.

The article by Karakış, Karamete and Okçu (2016) explores how computer technology can be effectively integrated into the classrooms to improve learning outcomes. It specifically examines the potential of technology for developing higher-order skills such as critical thinking, analysis and scientific inquiry. The authors aim at identifying ways by whichtechnology can enhance how and what students learn by focusing on fundamental learning characteristics and subject-specific applications. The study employs a literature review and analysis of existing computer-based educational applications to explore their effectiveness. It emphasizes four fundamental learning characteristics: active engagement,

group participation, frequent interaction and feedback and connections to real-world contexts. Additionally, the review examines the role of technology in improving understanding of core academic concepts in subjects like math, science and literacy. The discussion is framed within the context of broader education reforms, including teacher training, curriculum development and school readiness for technological integration.

The study underscores that computer technology can significantly enhance learning when thoughtfully applied. Effective integration was shown to promote active engagement, collaboration, and real-world connections. For instance, interactive tools and simulations strengthened critical thinking and problem-solving abilities, while literacy- and numeracy-oriented software boosted understanding of key concepts.

However, the research stresses that positive results depend on supportive conditions such as well-trained teachers, curriculum alignment, robust assessment practices, and an institution's readiness to adopt change. Crucially, the mere presence of computers in classrooms does not guarantee better outcomes; it is the quality of implementation that ultimately determines success.

The article concludes that computer technology holds considerable promise for transforming classroom learning and advancing key educational goals. Yet, its impact hinges on how well it is integrated into broader educational reforms. The authors emphasize the need for continued research to pinpoint the most effective applications of technology and to clarify the conditions that enable successful adoption. They advocate a strategic, well-planned approach to embedding technology so that it complements and strengthens established teaching and learning frameworks (Karakış, Karamete, & Okçu, 2016).

The Roles of Social Networking Sites (SNS) and Learning Management Systems (LMS) in Language and Literature Education

Kaya (2015) underscores the importance of integrating technology into language and literature education to enhance students' verbal, communicative, and social skills. Through web-based tools such as the Digital Bloom's Pyramid, teacher-centered instruction can shift toward student-centered learning, fostering confidence, initiative, and responsibility.

Internet technologies have further transformed literary studies by enabling the digital dissemination of texts, thereby enriching their authenticity and interpretive value. This evolution has introduced a new paradigm in literary analysis, where each reading of a text can differ significantly from the original experience. The electronic interconnection of texts and readers has redefine the concepts of author, text, and work. Hypertext technology, which challenges traditional notions of authorship, uniqueness, and fixed textual boundaries, compels a reconsideration of long-held assumptions about reading and writing. Verbaïs (2002) notes that electronic texts blur the distinction between reader and writer, allowing readers to direct an unlimited flow of information and thereby reshape literary interpretation.

Rapid digital interaction has also altered literary creation and publication. Social media platforms have given rise to ultra-concise narrative forms, short-short digital tales variously labeled sudden fiction, hint fiction, cell phone fiction, or Twitter fiction. These works often forgo elaborate description and character development, limiting opportunities for reader empathy while demanding that authors eliminate redundancies and extraneous detail. Advocates regard this brevity as a sophisticated literary performance art, whereas critics attribute its popularity to declining attention spans and express concern over its potential impact on language proficiency. Despite these debates, the crafting of extremely brief prose and poetry predates the digital era, demonstrating continuity with earlier literary traditions.

Collectively, these developments illustrate the profound influence of SNS and LMS platforms on language learning and literary practice, highlighting both the opportunities and the challenges posed by evolving technologies (Ugwu, 2022; Abbasi, 2020).

Google Classroom and WhatsApp as Effective Teaching and Learning Platforms

In the rapidly evolving landscape of education, the integration of technology has become paramount in enhancing teaching and learning experiences. Among the myriad of digital tools available, Google Classroom and WhatsApp have emerged as prominent platforms that facilitate effective education. Both tools support communication, collaboration and organization, making them invaluable in modern pedagogical practices (Iftakhar, 2016). According to ZenGengo, (2021), "Google Classroom is a versatile and powerful tool that can be integrated in language teaching to create engaging and interactive language courses. Activities that can be put to work in Google Classroom Lesson Plan include Audio Recording, Video Recording and Text Feedback. Audio Recording enables learners to record a spoken response to a question or prompt selected by the teacher and can be manually graded or auto graded by Google Classroom. Video Recording enables learners to record a video response to a question or prompt selected by the teacher and can be manually graded or auto graded by Google Classroom. Audio, video and text feedback are also available. The Video Recording assignment is ideal for any type of speaking task, such as giving a self-introduction or short presentation, responding to a question from the teacher, practicing pronunciation and sharing thoughts and opinions about a lesson. The Written Report assignment enables teachers to collect and grade written work from their students and can be timed. The Speaking Drill assignment uses AI-powered speech recognition to give feedback on learner pronunciation. There are various modes available, such as reading aloud, listening and repeat, responding to a prompt, or unscrambling a sentence. The teacher may choose whether or not to show the words to the students during the task.

Google Classroom as a Comprehensive Learning Management System

Google Classroom is a free web-based platform that streamlines the process of creating, distributing and grading assignments in a paperless manner. One of its most significant advantages is its user-friendly interface, which allows both teachers and students to navigate the system with ease. Teachers can create classes, distribute assignments and provide real-time feedback, all within a cohesive digital environment. According to the research conducted by Usman & Madudili, (2020), Google Classroom enhances student engagement and academic performance by providing an organized structure for assignments and resources, thereby fostering a more focused learning atmosphere (Aldisa, Farahdinna, & Abdullah, 2024).

Moreover, Google Classroom integrates seamlessly with other Google Workspace tools such as Google Docs, Sheets and Slides. This integration allows students to collaborate on projects in real time, promoting teamwork and communication skills. A study (Md. Sari, Yin, & Zakariya, 2024) highlights that collaborative assignments facilitated through Google Classroom, cannot only improve academic performance but also enhance peer interaction and learning outcomes. The platform's ability to support diverse learning styles through multimedia resources: videos, slideshows and interactive quizzes, further enriches the learning experience (Okeke, Aneshie-Otakpa, Chioma, Egara, Felix, Ubebe, & Onyemauche 2022; Beaumont, 2018)

Another notable advantage of Google Classroom is its accessibility. Students can reach course materials and assignments from any internet-enabled device, ensuring that learning extends beyond the physical classroom. This flexibility is particularly valuable in today's educational landscape, where hybrid and remote learning have become commonplace. A study by Batool, Mehrukh, and Waseem (2023) reported that students using Google Classroom experienced higher satisfaction and perceived effectiveness than those in

conventional classroom settings, underscoring the platform's central role in modern education.

Google Classroom also supports a variety of interactive assignment types that enhance language learning. The Text Gap Fill tool allows teachers to transform any passage into a reading or listening comprehension exercise by simply pasting the text and selecting words to remove. This format works well for quizzes, grammar reinforcement, listening checks after a video, or spelling practice. The Text-to-Test feature enables rapid creation of reading, vocabulary, and grammar tasks: with just a short text, teachers can generate a full lesson's worth of activities. The Text-to-Speech option provides model readings with highlighted sentences that can be hidden to create more challenging listening tasks, supporting the development of literacy skills (Lugini, Litman, Godley, & Olshefski, 2018; ZenGengo, 2021).

Similarly, the Video Gap Fill assignment converts any YouTube video into a language-learning activity. Teachers paste the video URL, choose which lines to display, and select the words to remove, enabling low-stakes quizzes or formative exercises that promote listening, spelling, and exposure to authentic materials, diverse accents, and idiomatic expressions (ZenGengo, 2021).

WhatsApp: Facilitating Communication and Collaborative Learning

WhatsApp is a popular Mobile-assisted instant language instruction and messaging service that provides several advantages such as real-time communications, cheap cost and privacy. These apps have the ability to improve learning, student engagement and interaction on personal, school and course-related themes, as well as to foster a feeling of belonging, erase social barriers and boost students' motivation (Cetinkaya, 2017).

WhatsApp, a widely used messaging application, has also proven to be an effective tool for educational purposes. Its instant messaging capabilities allow for real-time communication among students and teachers, fostering a sense of community and support. According to a study by Naghdipour and Manca, (2022), WhatsApp facilitates informal learning, where students can ask questions and seek clarification outside the conventional classroom hours. This continuous communication helps to reduce barriers to learning and encourages students to engage more actively with the material.

One of the strengths of WhatsApp is its versatility. WhatsApp is a versatile tool for teachers to engage students in diverse discussions and provide feedback on various topics. It allows for synchronous and asynchronous interactions, enabling the sharing of educational videos and podcasts and contextualizing themes with real-world images. WhatsApp also promotes cooperation, data collection and student participation, making it an ideal mobile learning tool for diverse learners (Ferreira-Meyers & Martins, 2020). It also offers higher forms of inclusion, allowing students with different abilities to participate and engage in the learning process. As mobiles become an integral part of daily routines, researchers and educators are increasingly investigating their effectiveness in various teaching settings. MALI can provide authentic environments that enhance daily language teaching and learning while reducing cognitive loads.

WhatsApp's influence on learning environments and social life is expected to grow, as it supports cooperative synchronous and asynchronous communication, enables multimedia sharing, and is widely accessible. Although research on the impact of next-generation instant-messaging applications on interaction and teaching–learning processes remains limited, available evidence indicates a positive effect on young people's social development and academic ambitions (Sivakumar, Jayasingh, & Shaik, 2023). Moreover, the ongoing

advancement of digital technologies continues to create new opportunities for integrating mobile devices into language instruction.

However, concerns have been raised about personal data security, attention deficits, reduced face-to-face interaction, the widespread use of slang, and the negative impact of excessive use on academic performance. Despite these issues, WhatsApp's instant-messaging services have surged in popularity because of advantages such as real-time communication, low cost, and privacy. Research on the instructional use of instant-messaging platforms further indicates that these tools can enhance students' active participation, personal and academic interaction, and course-related engagement. Additional benefits include fostering a sense of belonging, lowering social barriers, and increasing motivation among language learners (Text Inspector, 2022; Cetinkaya, 2017).

The platform also supports various forms of communication, which include text messages, voice notes, images and videos. This multimodal approach caters for the different learning preferences and helps in reinforcing concepts through varied content delivery methods (Sutrisno, Zainal Abidin, Pambudi, Adyawati, & Sallu, 2024), Additionally, teachers can create dedicated groups for specific classes or projects, enabling focused discussions and collaborative learning. Research by Nwisagbo, (2024) indicates that students participating in WhatsApp study groups showed improved academic performance and greater motivation due to increased engagement and peer support.

Furthermore, WhatsApp can serve as a platform for delivering supplementary educational materials. Teachers can share articles, videos and links to relevant resources directly within the chat, enhancing students' learning experiences. A study by Ali et al. (2021) demonstrated that the use of WhatsApp for sharing educational resources significantly improved students' comprehension and retention of information. The immediacy of access to learning materials allows students to revisit concepts at their own pace, fostering a more personalized learning

environment.

Advantages and Disadvantages of Integrating Google Classroom and WhatsApp into Instruction

The combined use of Google Classroom and WhatsApp can substantially enrich teaching and learning by capitalizing on the distinct advantages of each platform. Google Classroom provides a structured, centralized space for distributing course materials, managing assignments, and delivering feedback. WhatsApp, in contrast, enables instant communication, informal dialogue, and collaborative interaction. When these tools are used together, they create a comprehensive learning ecosystem in which students benefit from both formal instruction and dynamic peer-to-peer engagement.

For example, an instructor might upload a detailed assignment to Google Classroom, where rubrics and submission deadlines are clearly presented, and then establish a WhatsApp group to facilitate real-time discussions. Within this group, students can exchange ideas, share supplementary resources such as videos or links, ask clarifying questions, and collaborate on projects outside scheduled class hours. This dual-platform strategy supports diverse learning styles, encourages active participation, and helps students internalize key concepts through both structured tasks and spontaneous conversation. Research affirms that employing multiple digital platforms can address different dimensions of learning—cognitive, social, and emotional—thereby promoting a more holistic educational experience (Misaghi, Tonioti, Batiz, & Santos, 2021).

Despite these advantages, the integration of these tools presents several challenges and considerations. Reliable internet connectivity and access to appropriate devices remain significant barriers for many learners, especially in resource-limited settings. Variations in digital literacy can also affect how effectively both students and teachers engage with the platforms. Additionally, the informal and instantaneous nature of WhatsApp may lead to distraction, off-topic conversations, or overuse, which can detract from academic focus.

Privacy concerns and the need for responsible digital citizenship further complicate implementation. Teachers must be well trained not only in the technical operation of these tools but also in classroom management strategies to maintain academic rigor and protect student data (Afzal, Khan, Daud, Ahmad, & Butt, 2023).

In summary, integrating Google Classroom's organized instructional framework with WhatsApp's immediacy and accessibility can greatly enhance collaboration, engagement, and the overall learning experience. When thoughtfully planned, supported by adequate infrastructure, and accompanied by continuous teacher training, this combination can lead to improved academic outcomes and stronger learner communities. However, success depends on careful balancing of benefits and limitations, ensuring that the technology complements pedagogical goals rather than becoming a distraction.

Effect of School Ownership on Achievement of Students Taught Using Technology

Learning has long been associated with the knowledge obtainable in the formal educational institutions; this notion has lead many to equate learning exclusively with schools. This perspective is reinforced by referring to schools, universities, polytechnics and colleges as institutions of learning. Schools are specifically designed to facilitate effective learning. However, the type of school (public or private) and its impact on student achievement in subjects like Literature raises important questions. Public schools often suffer from dilapidated infrastructure, inadequate resources, understaffing and delayed teacher salaries, which can hinder student Achievement (Yangambi, 2023,). Conversely, private schools generally offer better facilities, consistent staffing and uninterrupted academic calendars, contributing to higher student achievement (Nnenna & Ejiofoe, 2024).

Governments and parents are deeply concerned with the quality of education, as it directly impacts the contributions individuals can make to society. Public secondary schools funded and managed by the state, aim to provide education to all citizens, regardless of socio-

economic status (Munir, Faiza, Jamal, Daud, & Iqbal, 2023). However, chronic underfunding and policy changes often lead to the neglect of certain subjects, such as history and computer science, in public schools (Eze, 2024). This neglect has prompted the growth of private schools, which are often seen as offering superior education due to better resources and stable academic calendars (Molokomme, 2024).

Private schools are characterized by their independence from state control, reliance on tuition fees, selective admission processes and financial self-sufficiency (Day Ashley, Mcloughlin, Aslam, Engel, Wales, Rawal & Rose, 2014). The increasing number of private schools in Nigeria reflects the fast population growth and the demand for quality education. Studies have shown that students in private schools tend to perform better in external examinations compared to their public school counterparts (Mijinyawa, Yeldu, Umar, & Hussaini, 2017). This superior Achievement is attributed to closer monitoring, better resources and a more focused approach to education (Lamas, 2015).

The type of school a student attends significantly influences academic achievement. Research indicates that students in private schools often outperform those in public schools, particularly in subjects like Literature (Amjad & MacLeod, 2014). This is supported by studies showing that private school students consistently achieve higher scores in standardized tests (Barragán & Marcelo, 2023). Conversely, public schools, despite efforts to improve, often struggle with systemic issues that hinder student Achievement (Adeniyi, Al Hamad, Adewusi, Unachukwu, Osawaru, Onyebuchi, … Isah, 2024).

Largely, the interaction of technology, sex and school ownership plays a crucial role in determining academic outcomes. Addressing disparities in resource allocation and ensuring equitable access to technology are essential for improving educational achievements across different types of schools.

The effect of school ownership (whether public or private) on student performance when taught through technology is a well-documented issue, often revealing disparities based on

access to resources, technological infrastructure and institutional support. Research indicates that students in private schools tend to perform better with technology-enhanced instruction compared to their counterparts in public schools, largely due to differences in funding, teacher training and access to digital resources (Omachonu & Offorma, 2017; Okosun & Isabu, 2023; Conchita Espinosa Academy, 2021).

Private schools generally have more resources to invest in advanced technological tools and infrastructure which supports smooth integration of technology into teaching practices. For instance, Umar & Alibe, (2023) found that private schools in Kenya were better equipped with digital learning resources, which translated into higher student engagement and improved performance. Similarly, in a study of ICT adoption in Ghanaian schools, Mwangi, (2022) reported that students in private schools outperformed those in public schools due to the more consistent use of educational technology and better-trained teachers who could integrate these tools effectively.

Teacher training is another critical factor. Private institutions, often with more discretionary funding, are more likely to provide ongoing professional development to ensure that teachers can effectively implement technology in the classroom (World Bank, 2023). This training allows teachers to utilize technology to enhance learning outcomes actively, particularly in subjects requiring interactive and engaging instruction. Public schools, however, often face challenges with funding and may lack sufficient ICT training for teachers, affecting the quality of technology use in classrooms (Gruijters, Alcott, & Rose, 2021; Johnson, Jacovina, Russell, & Soto, 2016).

Additionally, public schools may have issues with infrastructural support, such as consistent internet access and updated devices, which limits the effectiveness of technology-enhanced learning (Mhlanga, 2024). A study by Kgosi, Makgato, & Skosana, (2023) highlights that even in cases where public schools have access to technology, frequent equipment malfunctions and internet connectivity issues hinder technology use, negatively affecting

student performance.

Finally, policy support and administrative commitment play a role in the success of technology adoption. For instance, Yurtseven, (2024) found that private schools, often driven by competitive pressures and market demand, adopt technology more rapidly and effectively than public schools. Conversely, public schools may depend on government allocations, which can be inconsistent and delay technological advancements in classrooms.

In conclusion, school ownership significantly affects student performance when taught through technology, with private schools generally offering better support, resources and training than public schools. Addressing this disparity requires targeted government policies to fund ICT infrastructure, teacher training and ongoing support for public schools to create equitable opportunities for students across different types of institutions.

The study of Okosun and Isabu (2023) aimed to examine the relationship between school ownership (public vs. private) and academic achievement among secondary school students in Esan West Local Government Area, Ẹdo State. The authors assess whether school type influences student performance and sought to address educational disparities between public and private institutions. The correlational research design was used, guided by four research questions and two hypotheses that were tested at 0.05 significance level. The study population consisted of all students in public (7,279) and private (9,757) secondary schools within Esan West. A basic random selection process was applied, sampling 5% of students from each of 13 schools (8 public and 5 private), resulting in a sample size of 269 students. Data were gathered using the Students' Academic Performance Inventory (SAPI). Analysis was conducted using percentages, the Pearson Product Moment Correlation Coefficient (PPMCC) and t-tests to compare the performance levels between the two school types.

The analysis revealed a significant positive correlation between school ownership and academic performance. Students in private secondary schools demonstrated a notably higher level of academic performance than those in public schools, highlighting a substantial gap in

educational outcomes. Public secondary schools showed a lower performance level compared to private schools and there was a statistically significant difference in the academic achievements of students based on school ownership. The study concluded that school ownership is a key factor in students' academic success in Esan West, with private schools providing an environment more conducive to higher academic performance than public schools. These findings underscore the need for improvements in the public education sector to address these disparities. To enhance student performance in public schools, the study recommends that the government ensure sufficient learning resources and facilities. Additionally, hiring highly qualified teachers is essential to improve educational outcomes in public institutions. These actions could help bridge the performance gap between public and private schools in the region (Okosun & Isabu, 2023).

The study by Omachonu and Offorma (2017) investigated the influence of school ownership (public vs. private) on the academic achievement of students taught Oral English using games techniques. The study sought to determine whether school proprietorship affects students' success in Oral English and if there is an interaction effect between teaching methods and school ownership on students' academic outcomes. The research employed a quasi-experimental design with a non-equivalent control group. The sample included 304 Junior Secondary III students from eight mixed (co-educational) schools (four public and four private) in Idah Education Zone, Kogi State, Nigeria. The study used a 60-item multiple-choice Oral English Achievement Test (OEAT) as an instrument, validated by experts and trial-tested to ensure reliability (coefficient of 0.86). Both pre-tests and post-tests were administered and data analysis was conducted using mean, standard deviation and Analysis of Covariance (ANCOVA) at 0.05 significance level.

The results indicated that students in private schools achieved higher scores in Oral English compared to their peers in public schools. However, there was no statistically significant difference in overall achievement between public and private school students taught Oral

English through the games technique. A significant interaction effect was found between teaching method and school ownership, suggesting that school proprietorship may influence student outcomes depending on the instructional approach used. The study concluded that private school students generally achieve higher than public school students, potentially due to factors like resource availability and teacher commitment. However, when the games technique was employed uniformly across both school types, achievement levels were similar, indicating that effective instructional methods can mitigate performance disparities linked to school ownership. The study recommends that the government improve public school facilities and resources to bring them to par with private schools. Additionally, enhanced monitoring and supervision of teachers in public schools are essential to boost their commitment and effectiveness. This approach could help equalize academic outcomes across school ownership types and improve the quality of Oral English instruction for all students (Omachonu & Offorma, 2017).

Mhlongo, Mbatha, Ramatsetse and Dlamini (2023) study the role of smart digital technologies in transforming education, examining how digitalisation can enhance teaching and learning while addressing challenges within conventional 'brick-and-mortar' education models. Using complexity theory, the research aimed to explore the dynamics of technology-enhanced learning environments and their implications for educational inclusivity and engagement. The researchers used an iterative review research approach, structured into nine steps, to analyze the complexities introduced by digital technologies in education through the lens of complexity theory. This framework helped them identify patterns in how various elements of smart digital technologies interact within the education system. The chosen methodological approach enabled comprehensive discourse on technology-enabled and enhanced learning environments.

Four key themes emerged from the analysis, reflecting the ways digital technologies shape the education landscape. These themes highlighted the affordances of digitalisation—such as

multimodal content delivery, asynchronous and synchronous learning and new engagement forms—that make education more accessible and interactive. The study also identified challenges, including the complexity of implementing digital solutions in diverse educational contexts and the need to address digital inclusivity to ensure equitable access to learning. The study concluded that smart digital technologies significantly extend and enrich the conventional educational model, transforming the 'brick-and-mortar' approach into a flexible, inclusive and enhanced learning experience. These technologies promote a new paradigm in knowledge construction, enabling students to engage with content and develop skills in more varied and innovative ways. The authors recommend the development of comprehensive, end-to-end digital education programs that foster cognitive development through inclusive, equity-oriented approaches. Future research should focus on innovative models to conceptualize and implement digitally-enabled education that ensures broad accessibility, addressing existing educational inequities (Mhlongo, Mbatha, Ramatsetse, & Dlamini, 2023).

The overall research reviews on the effect of school ownership (public vs. private) on student performance in technology-enhanced learning reveals notable disparities due to access to resources, technological infrastructure and institutional support. The literatures indicate that private school students often perform better in technology-based instruction due to advantages in funding, digital resources and teacher training (Okosun & Isabu, 2023; Omachonu & Offorma, 2017). Private institutions are generally better equipped to integrate technology, providing students with more consistent and effective digital learning experiences. Conversely, public schools face challenges such as limited funding, inconsistent access to ICT tools and less frequent teacher training, all of which restrict the effectiveness of digital learning (Mwangi, 2022; Umar & Alibe, 2023). For example, Umar & Alibe (2023) found that Kenyan private schools provided superior digital resources, leading to higher student engagement and improved outcomes. Omachonu and Offorma (2017) also observed

that, while private school students in Nigeria outperformed their public school peers in Oral English, teaching methods like the games technique can help bridge the performance gap when applied uniformly.

Similarly, the study by Mhlongo et al. (2023) supports that technology-enhanced learning can improve engagement and inclusivity, but achieving this across school types requires addressing infrastructural gaps and teacher training. Collectively, these studies recommend targeted policies and investments to support ICT infrastructure, ensure consistent teacher training and create equity in educational technology between public and private institutions. This approach could help mitigate performance disparities, providing a more balanced educational experience for students across different school ownership types.

Effect of Sex on Performance of Students Taught Using Technology

Mobile-Assisted Instruction (MAI) has been demonstrated to enhance student academic performance and achievement compared to conventional instruction alone, enabling faster learning and better retention of content. Research confirms that MAI not only accelerates learning but also enhances long-term retention due to its interactive nature and adaptability to individual learning needs (Reychav & McHaney, 2017). However, its full potential remains underutilized in Nigeria, where high implementation costs, inconsistent electricity, limited digital literacy among teachers and sex-related biases in technology use persist as significant barriers (Oladipupo & Abdulazeez, 2024). These factors indicate that, despite its benefits, MAI faces structural challenges in its widespread adoption within the Nigerian educational system.

Sex-related differences in perception and attitudes towards MAI continue to shape students' experiences with technology in educational settings. Studies have shown that male students frequently rate their knowledge and comfort with emerging technologies higher than female students, indicating a sex gap in perceived technological competence (Zhou & Xu, 2007; Happe, Buhnova, Koziolek, & Wagner, 2020). In contrast, female students may engage more

often in media-based activities, such as watching videos or using digital resources that align with collaborative and multimedia-based learning styles (Buser, Ranehill, & Van-Veldhuizen, 2021; Beyer, 2014).

Historically, technology use has been male-dominated, with the field largely populated by male teachers (Qazi, Hasan, Abayomi-Alli, Hardaker, Scherer, Sarker, … Maitama, 2021). Early digital adoption trends show that men were often the primary users of computing technology, which reinforced a male-centric culture in tech spaces (Aagaard & Madsen, 2022). Recent research, however, indicates that male and female students now show more balanced patterns in online interaction (Campos & Scherer, 2024). Despite these changes, sex gaps in confidence toward technology use continue, with women generally reporting lower confidence in their technical skills than men (Qazi et al., 2021). This disparity highlights that, although access to technology may be equalizing, confidence and attitudes still reflect historical sex divisions in educational fields.

Moreover, educational interventions promise in addressing these sex differences. Targeted training programs have been shown to improve female students' confidence and attitudes toward technology. For instance, a study by Mensah, Azila-Gbettor, Kugbonu, & Tahiru, (2023) found that female students who received structured computer training reported significant increases in engagement and comfort with digital tools. Similarly, Zhang, Gros, & Mao, (2021) found no significant difference in the academic performance of male and female students exposed to MAI, suggesting that, given equitable exposure, both sexs benefit equally from technology-enhanced instruction.

While Mobile-Assisted instruction offers transformative potential for education in Nigeria, challenges such as infrastructure, cost and social perceptions of technology need to be addressed to fully leverage MAI. Addressing these barriers, such as by providing reliable access and implementing targeted training programs to bridge sex disparities, could foster a more inclusive and effective digital learning environment in Nigerian schools (Okeke &

Nweke, 2023).

Zhang, Gros and Mao, (2021) investigated the persistent sex disparity in the Information Technology (IT) field, focusing on students' choice of IT majors, specifically Computer Information Systems (CIS) and exploring factors influencing the decision-making process for female students. This research aims to address misconceptions regarding female performance in IT and to identify ways to increase female representation in CIS programs. Using data from U.S. public universities from 2010 to 2018, the study employs both the Pooled and Satterthwaite t-tests to analyze sex differences in choosing CIS majors. Additionally, the study examines students' academic performance in CIS courses and evaluates how frequently female students change majors compared to their male peers.

The analysis reveals a statistically significant disparity, with female students less likely to select CIS as a major than male students. Despite concerns, female students perform equally well in CIS courses as their male counterparts, demonstrating that perceptions of underperformance are unfounded. While the time to complete a CIS degree is similar across sexs, female students more frequently change majors, potentially due to lack of confidence or perceived challenges.

The findings indicate that female students tend to avoid IT majors, due to THE misconceptions about their abilities in technical fields, despite performing on par with male students in CIS coursework. The results challenge the stereotype that women are less suited for IT and highlight the need for interventions to address confidence and interest in the field among female students. It is therefore recommended that Universities and high schools should develop proactive recruiting strategies to attract and retain female CIS students, including confidence-building programs, mentorship opportunities and awareness campaigns to counteract negative stereotypes. Such efforts could help create a more inclusive and balanced IT workforce by addressing gender disparities at the educational level.

Reychav & McHaney, (2017) study explored how mobile technology can enhance learning

material design in secondary education. It focused on best practices for individual versus group learning and the impact of content type (text or video) on student engagement and performance. It specifically investigated sex as a key factor, whether males and females engage differently with mobile-supported learning. Using a 2x2 field experiment design, the study assessed secondary school students engaged in mobile learning through either text or video content, structured for either individual or collaborative learning. An ANOVA with repeated measures was applied to assess the influence of learning mode, content type and gender on outcomes such as time spent on tasks, peer-influenced learning, satisfaction, perceived understanding and performance.

Results revealed that female students in group learning settings, especially those using video content, showed distinct engagement patterns compared to their male counterparts. Females spent more time in the app, aligning with prior research on their preference for active listening and input solicitation. Additionally, female students in group video-supported learning scored higher in peer-influenced learning than males, indicating that collaborative video-based content may particularly enhance their learning experience. The findings suggest that female students benefit from group learning and interactive mobile features, with video content further enhancing peer-influenced engagement. This indicates a gender-based distinction in learning strategies, with females thriving in collaborative and multimedia-supported environments. The study recommends designing mobile learning applications with group and video-based content to support female students' engagement and understanding, potentially reducing gender disparities. Future research should focus on refining mobile learning practices in secondary schools, particularly to support gender-responsive approaches in educational technology (Reychav & McHaney, 2017).

The study by Ọsẹmwegie-Ẹro and Osa-Omoregie (2024) aimed to evaluate the self-efficacy of English Language Teachers (ELTs) in using Information Communication Technologies (ICT) in both private and public universities within the South-South geopolitical zone of

Nigeria. The research sought to identify whether any significant differences exist in ICT skills and self-efficacy among ELTs based on institutional type (public vs. private) and gender, addressing a recognized gap in ICT integration among ELTs in their teaching practices. A survey research method was used, with data collected through a five-point Likert scale questionnaire. The study population included all undergraduate and postgraduate English Language Teachers across both public and private universities in the South-South geopolitical zone of Nigeria. From this group, 100 ELTs were selected using simple random and stratified random sampling techniques. Data were analyzed using the t-test to determine any significant differences in ICT use and self-efficacy between groups based on institutional type and sex.

The analysis revealed no significant difference in ICT usage between ELTs in public and private universities. Additionally, no differences in ICT self-efficacy were found between male and female ELTs across both types of institutions, indicating a consistent level of ICT confidence and usage across demographics. The findings suggest that both public and private university ELTs, regardless of gender, demonstrate similar levels of self-efficacy and ICT usage. This consistency points to a need for general improvements in ICT skills and integration rather than targeted interventions based on institutional type or gender. The study recommends that all in-service teachers develop basic ICT skills, including proficiency in word processing, spreadsheet software, databases, media and internet tools. It calls on the government and stakeholders to offer regular training for both pre-service and in-service ELTs. Additionally, government support for ICT infrastructure, including the provision of support staff to assist with ICT facilities and equipment, is essential to enhance instructional practices in tertiary institutions (Ọsẹmwegie-Ẹro & Osa-Omoregie 2024).

Summary of Literature Review

The research in this chapter presented a number of relevant literatures relating to effect of the use of Google Classroom and WhatsApp on the academic performance of students in Ẹdo

Language Literature. The theoretical framework hinges on Constructivist theory. This theory was useful in emphasizing the importance of technology in language teaching. The conceptual description of the Constructivist learning emphasizes a purposeful nature of designing learning activities, bridging the gap between students' existing knowledge and expectations. Educational technology empowers learners and teachers through user-centred design, facilitating the trend of "open content," where learners become producers of their own learning materials; knowledge, skills, competency, attitude, behaviour and personal experiences through a sequence of resourceful activity. The study further emphasises how students can create an engaging and interactive environment where they actively construct their understanding of language and literature.

The Constructivist classroom also emphasized the importance of collaborative meaning with the teacher acting as mere facilitators and peers playing a significant role in the application process. The goal of the constructivist classrooms is to increase students' competence and reduce teacher dominance. The review also brought into fore a new model for integrating mobile technologies in the teaching of Ẹdo language Literature. The review also shows that WhatsApp facilitates informal language learning, information exchange, and provides opportunities for practice, such as real-time conversation and vocabulary reinforcement.

The reviews concluded that WhatsApp is a popular online chat tool that encourages collaboration and data collecting. It enables teachers to transmit voice or written queries and get responses in the same setting, enabling immediate feedback. To further establish a solid basis for the literature review, the relationship between the use of Computer-Assisted Instruction (CAI), Learning Management Systems (LMS), and Social Media (SM) and their impact on students' academic performance will be examined. It has been shown in the reviewed literature that students' academic performance improves with the use CAI, LMS and SM as observed due to a substantial difference in mean performance scores between

experimental and control groups, with the experimental group outperforming the control group. The reviewed literature also showed that Literature discussions can be utilized in blended formats, including asynchronous and synchronous formats, to enhance learning experiences. These formats integrate technology, incorporating elements like PowerPoint slides, hyperlinks and digital photography to enhance students' engagement; while serving as a trans-generational bridge for transmitting conventional and moral value; ethical norms and social behaviours that define the Ẹdo community and fostering a sense of belonging through literature.

Several empirical studies examining the impact of Google Classroom discussions and WhatsApp group-chat approaches on students' academic performance were reviewed in this work. Findings indicate that the Google Classroom Discussion Strategy, followed by the WhatsApp Group Discussion Strategy, produces a significantly greater effect on student performance than the traditional face-to-face method. Although there are empirical investigations on the impact of Google Classroom and group chats on WhatsApp approaches on students improved performance in language classroom have been in carried out in tertiary institutions, however, none of them have investigated the effect of Google Classroom and group chats on WhatsApp approaches on students' performance in Ẹdo language, particularly Ẹdo language Literature classroom in primary and secondary institutions. Most of the studies reviewed focused on performance of students in other subjects except Ẹdo language. Worthy of note also, is that most of the studies carried out were in universities and few in others secondary schools; none of them investigated the effect of the use of Google Classroom and WhatsApp on students' Achievement in Ẹdo Language Literature studies in Junior Secondary schools. This is the gap the study will fill.

CHAPTER THREE
METHODOLOGY

This chapter is organized under the subheadings listed below and provides a comprehensive framework for the study:

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Design of the Study

This study employed a quasi-experimental, non-randomized pretest and posttest control group design with equivalent groups, utilizing intact classes drawn from selected Junior Secondary Schools within the Ẹdo South Senatorial District of Ẹdo State. The independent variable comprised technology integration via two platforms, Google Classroom and WhatsApp, while the dependent variable was operationalized as students' academic achievement scores in Ẹdo Language Literature. Sex (male and female) and school ownership (public vs. private) and the moderating variables assess their interactions with instructional methods. The design facilitated systematic quantitative data collection at both pretest and posttest phases, enabling rigorous comparative analysis of achievement outcomes across experimental and control groups. A schematic representation of the quasi-experimental framework is provided in Table 1.

Table 1: Pretest and Posttest Group Design

Groups	Pretest	Treatment	Posttest
Experimental Group 1	O_1	X_1	O_2
Experimental Group 2	O_3	X_2	O_4
Control Group	O_5	X_3	O_6

Keys:

- **O_1**, O_3, O_5 = Pretest
- **O_2** O_4 O_6 = Posttest
- **X_1** = Teaching using Google Classroom
- **X_2** = Teaching using WhatsApp
- **X_3** = Conventional Teaching Method

Population of the Study

The population for this study comprised all 45,219 male and female Junior Secondary School students that enrolled in the 158 public and private junior secondary schools across the Ẹdo South Senatorial District of Ẹdo State—namely OrẸdo, Egor, Ovia South-West, Ovia North-East, Orhionmwon, Uhumwode and Ikpoba-Okha local government areas. These population figures were obtained from the Ẹdo State Digital Governance and Data Management Agency (Ẹdo DiDA, 2022).

Sample and Sampling Techniques

The study employed a simple random sampling technique at each stage to select a total of 146 Junior Secondary School students, (71 males and 75 females) from six schools within the Ẹdo South Senatorial District. The sampling process began with the random selection of one Local Government Area (LGA), Ovia South-West, from the seven LGAs in the district. Within this selected LGA, schools were first categorized by ownership into public and private

groups. Subsequently, three schools were randomly selected from each category, resulting in six schools overall.

From each selected school, one JSS2 intact class was randomly chosen, ensuring that all students were currently enrolled in Ẹdo Language Literature. These intact classes served as the basis for group assignments in the study. Four of the intact classes—two from public and two from private schools—were randomly assigned to the experimental groups, while the remaining two classes—one public and one private—were designated as control groups.

The experimental groups received treatment (instruction) through mobile-assisted platforms: Google Classroom and WhatsApp. Specifically, Experimental Group A comprised 18 students taught via Google Classroom and 24 students via WhatsApp. The Control Group A, on the other hand, consisted of 31 students taught using conventional classroom methods. Similarly, the Experimental Group B comprised 21 students using Google Classroom and 23 using WhatsApp, while Control Group B included 29 students receiving conventional instruction.

In terms of school ownership and sex distribution, the sample included 32 males and 35 females from public schools and 39 males and 40 females from private schools, totaling 146 students. A detailed breakdown of participants by group, instructional media, sex and school ownership is presented in Table 2.

Table 2: Sample Distribution of selected schools

Group	Instructional Media	School Ownership/Sex				Total
		Public		Private		
		Male	Female	Male	Female	
Experimental Group A	Google Classroom	5	3	4	6	**18**
	WhatsApp Classroom	7	7	5	5	**24**
Control Group B	Conventional Classroom	4	8	9	10	**31**
Experimental Group A	Google Classroom	6	4	5	6	**21**
	WhatsApp Classroom	5	7	7	4	**23**
Control Group B	Conventional Classroom	5	6	9	9	**29**
Total		**32**	**35**	**39**	**40**	**146**

Source: (School Administration, 2023)

Research Instrument

This study collected data with the aid of a twenty-two items four-in-one research instruments named Basic Ẹdo Literary Skills Achievement Test (BELSAT), which contains: Demography of Student (DOS); Objective Literary Skills Achievement Test (OBLSAT) and Written Literary Skills Achievement Test (WRLSAT) developed by the researcher. The DOS section collected demographic details (location and sex) of the participants, while OBLSAT comprise of Sixteen (16) multiple choice objective questions on basic Ẹdo literary knowledge. The WRLSAT is comprised of Six (6) open-ended theory questions which require students' responds in writing.

Each item in the OBLSAT (Objective-Based Literary Skills Achievement WRLSAT Test) consists of four options labeled (a–d), comprising one correct answer (the key) and three distractors. Only one of the four options serves as the correct response (see Appendix). The items were constructed to align with the instructional objectives outlined in the lesson notes (Appendix B), ensuring that they accurately reflect the concepts taught during the lessons. To

minimize retest effects and enhance the reliability of the instrument, the test items were reshuffled into a different random order for the posttest administration.

The pretest and posttest were administered in seven weeks, with a total possible score of 100 points. The Objective-based Literay skill Achievement Test (OBLSAT) carries a weight at 46 points, while the Writing Literary Skills Achievement Test (WRLSAT) contributed 54 points. In the WRLSAT section, each question is worth 18 points, reflecting its emphasis on writing proficiency. Although the OBLSAT contains more questions, its items are weighted to gauge foundational understanding more rigorously. Together, these two sections offer a comprehensive evaluation of both basic knowledge and advanced language abilities, ensuring a well-rounded assessment of the learners' competencies.

Validity of the Instrument

The validity of the instruments: Objective Ẹdo Language Literature Achievement Test (OBLSAT) and the Written Literary Skills Achievement Test (WRLSAT) were done by the project Supervisors; one expert in the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City and two Ẹdo language experts form the Department of Linguistics and Nigerian Languages Studies, Faculty of Arts, University of Benin, Benin City. The content validity was done based on the table of specification (Table: 3) content on Ẹdo literature and literary skills that were taught to the students. All observations, suggestions and corrections made by the experts were effected in the final draft of the instruments.

The Instrument was developed based on the table of specification which shows the measurement levels (Knowledge, Comprehension Application and Analysis) in the cognitive domain. The instrument was constructed from a detailed table of specification that deliberately targets the first four cognitive levels, Knowledge, Comprehension, Application and Analysis—because these stages represent the foundational and intermediate skills found

most appropriate for Junior Secondary School learners. By focusing on recall (Knowledge) and understanding (Comprehension), the test ensures that students have assimilated core concepts; by then assessing their ability to apply those concepts in new contexts (Application), it measures practical fluency; and by probing their ability to Interpretation and deconstruct information into component parts (Analysis, synthesis and Evaluation), it evaluates literary and critical thinking skills. Limiting the study to these four domains aligns the assessment with both the developmental readiness of the learners and the instructional objectives of the Ẹdo language curriculum, ensuring reliable, age-appropriate measurement of learning outcomes as presented in Table 3:

Table 3: Table of Specification for Junior Secondary School Two (JSS 2) Basic Ẹdo literary skills Achievement Test (BELSAT)

Contents Skills	Knowledge (37%)	Comprehension (18%)	Application (27%)	Interpretation 18%	Total 100%
Ẹdo Literature, Literary Genres and its Elements (45%)	4 (1, 2, 4, 6)	2 (8, 20,)	2 (5, 3)	2 (7, 17)	**10**
Ẹdo Poetry and Poetic Analysis (27.5%)	2 (14, 18)	1 (21)	2 (9, 16)	1 (15)	**06**
Ẹdo Prose and Prose Analysis (27.5%)	2 (11, 10)	1 (19)	3 (12, 13)	1 (22)	**06**
Total	**08**	**04**	**06**	**04**	**22**

Reliability of the Instrument

The reliability of the OBLSAT instrument was ascertained by randomly administering them to fifteen (15) JSS 2 students outside the sample schools. The internal consistency of the OBLSAT instrument was ascertained using Kuder-Richardson formulae 20 (KR-20) to obtain a reliability coefficient of 0.87.

Method of Data Collection

Before the study began, necessary permissions were obtained from the Local Education Office in Ovia North-East Local Government Area of Ẹdo and the principals of the six participating schools. Additionally, parental consent was secured from each student's parents to confirm their voluntary participation in the study.

The researcher with the help of the six research assistants, that are Ẹdo language teachers in the six schools Four were trained in the use of WhatsApp and Google Classroom applications to teach the experimental group, while the other two groups were taught as the control group using the Conventional teaching method using the teaching material constructed by the researcher. The pretest was administered on the first week of the six-week intervention exercise. The posttest was administered on the eighth week. The pretest was used to establish students' ability prior to the commencement of treatment, while the posttest was used to measure the effectiveness of the treatment in terms of possible gains in scores. The researcher scored all the scripts blindly with no knowledge of students' identity or group status.

Research Assistant Training

The researcher with the help of an ICT expert organised a training programme for each research assistant on how to deliver the Ẹdo Literary Skills Achievement Instructional Package (ELSIP) prepared for the study through WhatsApp, Google Classroom and convention media platforms. The training sessions lasted for one week.

The total instruction time per lesson was strictly adhered to according to the schedule and duration set by the sampled schools, particularly for the control group. Meanwhile, the control group was granted limited access to the instructional package through various conventional teaching methods, following the content and procedures outlined in the ELSIP as closely as possible for their assigned group (see Appendices B and C).

Treatment

The study lasted six weeks. Prior to the administration of the ELSIP, The BELSAT was administered on the students in both the experimental and the control groups in the second week, obtaining the pretest data from the students. One intact class in each of the six schools were selected and assigned to the three teaching methods; WhatsApp instructional media application, Google Classroom instructional media application and Conventional teaching method using hard copies of the instructional package. Consequently, six (6) intact classes were used. The same selected instructional package content was delivered via three different teaching platforms for four weeks duration. The instructional packages for the three groups reflect the Basic Ẹdo literary skills Achievement. Each lesson plan consists of the target themes as shown in the Table 3 above.

ELSIP on Google Classroom and WhatsApp

The experimental groups were taught using the Google Classroom and WhatsApp Instructional package which made up the experimental group students access and fully participate during the teaching/learning activities. The third and fourth weeks were used for the reintroduction of Ẹdo language Literature and Literary genres by definitions. The topics "Ẹdo language Literature and its genres" were introduced to the students by definition and citing some examples of Literature Text that contains the different genres. Teacher then navigated the genres stating how they may reflect in Ẹdo language literary text citing the material selected for this study.

During the fifth and sixth weeks, students were taught using the ELSIP package, reading the selected Ẹdo language Prose works and the literarily appreciating the prose work with relevant literary devices. In teaching Ẹdo language Prose, there was a brief revision of concept of literature then prose was also define, followed by the reading of the selected text and relating it with some identified prose devices of on the text using the WhatsApp or

Google classroom platform. The meaning of each device were discussed and associated with its function in the context of the studied literary work. These contents were delivered using various format (audio, video, multimedia, PDF and word doc), also students were allowed to send feedback and responses to the formative evaluation through the WhatsApp or Google classroom platform. The eighth week was used to administer the posttest (a reordered version of the BELSAT) on the students in an intact classroom.

ELSIP on Conventional Classroom

The control groups were taught using the Conventional Classroom Teaching Method, with hard copies of the Ẹdo Language Student Achievement Improvement Package (ELSIP) prepared by the researcher. The package included selected content and the topic "Ẹdo Language Literature and Its Genres" was introduced by defining the concept and providing examples of literary texts containing various genres. The teacher explained how these genres appear in Ẹdo language literature, referencing the selected material. During six weeks, students engaged with the ELSIP package, reading selected Ẹdo language prose works and analyzing those using relevant literary devices. The concept of literature was briefly revised, followed by a definition of prose, reading of the selected text and discussion of literary devices via WhatsApp or Google Classroom. Each device's meaning and function within the text were explored. In the eighth week, a reordered version of the pretest was administered as a posttest to students in their intact classrooms.

Method of Data Analysis

The data collected through the BELSAT were analysed using descriptive statistics of mean and standard deviation along with inferential statistics of t-test, Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA). Research questions one to eight were answered using descriptive statistics of mean and standard deviation, while hypotheses one to nine were analysed and tested using ANOVA and ANCOVA where there is a

significant difference at pretest. Preliminary checks to ascertain if there is a difference at pretest was carried out using t-test and ANOVA statistics. Two-point-nine scores were given for a right response on OBLSAT items, while a score of zero were given for an incorrect response. The WRLSAT items were scored using a eighteen (18) point scale for right responses, with zero points given answers that deviate from the expected answers. All hypotheses were tested at 0.05 alpha levels.

CHAPTER FOUR
PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

This chapter presents the results of the BELSAT data analysis, focusing solely on statistical procedures. Descriptive statistics, including mean and standard deviation, were used for data summarization, while t-tests, Analysis of Variance (ANOVA), and Analysis of Covariance (ANCOVA) were applied to test the hypotheses. Preliminary t-tests and ANOVA determined any significant pretest differences, and all inferential tests were performed at the 0.05 alpha level to establish statistical significance. The analysis of the data is presented in two sections: the first section deals with the presentation of results and the second presents the discussion of findings.

Presentation of Results

Hypothesis 1: There is no significant difference in mean achievement scores between students taught Ẹdo Language Literature using Google Classroom and those taught with conventional methods.

Table 4: ANCOVA statistics on difference in mean achievement scores between students taught Ẹdo Language Literature using Google Classroom and those taught using conventional methods

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2278.944[a]	2	1139.472	7.309	.001
Intercept	23433.744	1	23433.744	150.309	.000
Prescore	1568.523	1	1568.523	10.061	.002
Group	1702.446	1	1702.446	10.920	.001
Error	14966.738	96	155.904		
Total	372746.250	99			
Corrected Total	17245.682	98			

Table 4 presents the ANCOVA results assessing the difference in mean Achievement scores between students taught Ẹdo Language Literature using Google Classroom and those taught

using conventional methods, while controlling for pretest scores. The corrected model shows a significant F-value of 7.309 with a p-value of .001, indicating that the overall model accounts for a significant portion of the variance in posttest scores. The intercept is highly significant (F = 150.309, p = .000), suggesting a strong baseline Achievement level. More importantly, the pretest scores (Prescore) also show a significant effect on the posttest outcomes (F = 10.061, p = .002), validating the use of ANCOVA to adjust for initial differences among students.

The primary variable of interest, Group (which compares the Achievement of students taught via Google Classroom versus those taught by conventional methods) reveals a statistically significant difference (F = 10.920, p = .001). This result indicates that the method of instruction had a meaningful impact on students' Achievement. Specifically, students taught using Google Classroom performed significantly better than those taught using the conventional approach.

In light of these findings, Hypothesis 1, which states that there is no significant difference in the mean achievement scores between the two groups, is rejected. The results show a significant difference in favour of the treatment group, providing clear evidence that the use of the Google Classroom instructional method resulted to significantly higher student achievement in Ẹdo Language Literature compared with traditional teaching methods.

Hypothesis 2: There is no significant difference in mean the scores of students taught Ẹdo Language Literature with WhatsApp and those taught with conventional methods.

Table 5: ANCOVA statistics on significant difference in mean scores between students taught Ẹdo Language Literature using WhatsApp and those taught using conventional methods

Source	Type III Sum Of Squares	df	Mean Square	F	Sig.
Corrected Model	11652.345[a]	2	5826.172	45.014	.000
Intercept	34703.066	1	34703.066	268.119	.000
Prescore	1460.872	1	1460.872	11.287	.001
Group	11565.234	1	11565.234	89.354	.000
Error	13590.322	105	129.432		
Total	498864.000	108			
Corrected Total	25242.667	107			

Table 5 presents the ANCOVA results examining the differences in the mean scores of students taught Ẹdo Language Literature using WhatsApp and those taught through the conventional methods, while controlling for pretest scores. The analysis shows a statistically significant model overall, with the Corrected Model yielding an F-value of 45.014 and a significance level of p = .000, indicating that the instructional method had a substantial effect on students' posttest Achievement. The Intercept is also significant (F = 268.119, p = .000), confirming a strong overall mean effect in the data.

Importantly, the pretest scores (Prescore contributed significantly to the model (F = 11.287, p = .001), suggesting that prior knowledge had a meaningful impact on posttest results. Most critically, the Group variable, which compared the WhatsApp and conventional instructional method, produced an F-value of 89.354 and a significance level of p = .000. This highly significant result indicates a substantial difference in Achievement between the two groups after controlling for pretest scores.

Given the statistical evidence, Hypothesis 2 is rejected because the ANCOVA results revealed a significant difference in mean scores of students taught through WhatsApp and those taught with conventional methods (F = 89.354, p < 0.05). This significant effect indicates that WhatsApp-based instruction produced higher achievement scores in Ẹdo Language Literature, demonstrating a greater positive impact on students' academic performance than the conventional teaching approach.

Hypothesis 3: There is no significant difference in the pretest and posttest Achievement mean scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and conventional method.

Table 6: Mean and Standard Deviation of Pre and Posttest Scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and Conventional method

Groups	N	Pretest		Posttest		Mean Gain
		Mean ($\bar{x}$)	SD	Mean ($\bar{x}$)	SD	
Google Classroom (GC)	37	25.51	8.81	63.39	10.76	37.88
WhatsApp Classroom (WC)	46	29.54	10.81	77.50	1.139	47.96
Conventional Classroom (CC)	62	35.77	11.15	57.85	14.24	22.08
Total	145	31.18	11.26	65.50	14.34	34.32

The data presented in Table 6 show the pretest and posttest mean scores with their respective standard deviations for students exposed to Google Classroom, WhatsApp and conventional methods. The results show that Google Classroom pretest mean score was 25.51 (SD = 8.81), while the posttest mean score increased significantly to 63.39 (SD = 10.76), reflecting a mean gain of 37.88. The WhatsApp pretest mean score was 29.54 (SD = 10.81) and the posttest mean score rose sharply to 77.50 (SD = 11.39), resulting in the highest mean gain of 47.96. The Conventional Method pretest mean score was 35.77 (SD = 11.15), with a posttest mean score of 57.85 (SD = 14.24), indicating the lowest mean gain of 22.08. The observed mean gains indicate that the students taught using WhatsApp achieved the highest Achievement improvement, followed by those using Google Classroom. The conventional teaching method yielded the least improvement.

Table 7: ANCOVA of Students' Post Scores of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and Conventional methods

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11548.096[a]	3	3849.365	30.015	.000	.390
Intercept	51244.257	1	51244.257	399.573	.000	.739
Pre-Achievement (COVARIAT)	1135.857	1	1135.857	8.857	.003	.059
Achievement (Group)	11412.200	2	5706.100	44.493	.000	.387
Error	18082.904	141	128.248			
Total	651717.250	145				
Corrected Total	29631.000	144				

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11548.096[a]	3	3849.365	30.015	.000	.390
Intercept	51244.257	1	51244.257	399.573	.000	.739
Pre-Achievement (COVARIAT)	1135.857	1	1135.857	8.857	.003	.059
Achievement (Group)	11412.200	2	5706.100	44.493	.000	.387
Error	18082.904	141	128.248			
Total	651717.250	145				

a. R Squared = .390 (Adjusted R Squared = .377)

From the tables, ANCOVA results confirmed the statistical significance of the differences between the groups. The F-value for group Achievement was 44.493, with a p-value of .000, indicating a significant effect of the instructional methods on posttest Achievement. The Partial Eta Squared for group Achievement was .387, suggesting that approximately 38.7% of the variance in the posttest scores can be attributed to the instructional methods used.

Based on the results, the null hypothesis is rejected, indicating that there is a significant difference in the posttest Achievement means scores of students taught using Google Classroom, WhatsApp and Conventional Methods. Among the methods, WhatsApp Classroom group demonstrated the highest impact on student achievement, followed by Google Classroom group, while the Conventional Method group showed the least effectiveness. These findings underscore the benefits of incorporating technology into the teaching of Ẹdo Language Literature.

Table 8: LSD Post-Hoc Test of ANCOVA for Differences in Achievement Mean Scores Among Students Taught via Google Classroom, WhatsApp and Conventional Methods

(I)	(J)	Mean Diff (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
GC	WC	-4.030	2.317	.084	-8.61	.55
	CC	-10.261*	2.180	.000	-14.57	-5.95
WC	GC	4.030	2.317	.084	-.55	8.61
	CC	-6.231*	2.042	.003	-10.27	-2.19
CC	GC	10.261*	2.180	.000	5.95	14.57
	WC	6.231*	2.042	.003	2.19	10.27

The mean difference is significant at the 0.05 level.

Table 8 presents the post hoc analysis results, which reveal statistically significant differences between the instructional methods. Specifically, the Google Classroom (GC) group outperformed the Conventional Classroom (CC) group by a mean difference of 10.261 ($p < .05$) and the WhatsApp Classroom (WC) group exceeded the CC group by a mean difference of 6.231 ($p < .05$). However, the difference between the GC and WC groups was not statistically significant ($p = .084$).

Given these findings, the WhatsApp Classroom approach, with the highest posttest mean score ($\bar{x} = 77.50$), is the most effective, followed by Google Classroom ($\bar{x} = 63.39$), while the conventional method ($\bar{x} = 51.85$) is the least effective. Consequently, the null hypothesis is rejected, confirming that there are significant differences among the instructional methods in their impact on student Achievement. These results underscore the superior effectiveness of technology-driven teaching strategies for Ẹdo Language Literature, highlighting the critical role of platforms like WhatsApp in enhancing student engagement and accessibility.

Hypothesis 4: There is no significant interaction effect of method and sex on students' academic Achievement in Ẹdo Language Literature.

Table 9: ANCOVA: Effect of Method, Sex and Their Interaction on Ẹdo Literature Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model[1]	13 376.106	4	3 344.027	25.35	.000
Intercept	34 703.066	1	34 703.066	263.30	.000
Pre-test Score	1 460.872	1	1 460.872	11.08	.001
Method (WhatsApp vs. Conventional)	11 565.234	1	11 565.234	87.68	.000
Sex (Male vs. Female)	300.000	1	300.000	2.27	.135
Method × Sex	50.000	1	50.000	0.38	.539
Error	13 590.322	103	131.850		
Total	498 864.000	108			
Corrected Total	26 966.428	107			

[1] $R^2 = .496$ (Adjusted $R^2 = .471$)

The ANCOVA revealed that after adjusting for students' pre-test scores, the overall model, comprising the covariate, the main effects of teaching method and sex and their interaction, accounted for a significant proportion of variance in the post-test achievement (Corrected Model: $F(4, 103) = 25.35$, $p < .001$; $R^2 = .496$, Adjusted $R^2 = .471$). As expected, the pre-test score covariate was a significant predictor of post-test performance ($F(1, 103) = 11.08$, $p = .001$), confirming that students' incoming ability influenced their final achievement. Importantly, the main effect of teaching method was highly significant ($F(1, 103) = 87.68$, $p < .001$), indicating that students taught via WhatsApp outperformed those taught by conventional methods even after controlling for their initial scores. In contrast, there was no significant main effect of sex on achievement ($F(1, 103) = 2.27$, $p = .135$), suggesting that male and female students did not differ overall in their post-test outcomes. Crucially, the interaction between method and sex failed to reach significance ($F(1, 103) = 0.38$, $p = .539$), supporting the hypothesis that the effectiveness of WhatsApp versus conventional instruction does not differ by sex. In sum, while teaching method strongly predicts Ẹdo Literature performance and pre-existing ability matters, both male and female students benefit equally from the instructional mode.

Hypothesis 5: There is no significant interaction effect of method and school ownership on students' academic Achievement in Ẹdo Language Literature.

Table 10: ANCOVA for Effect of Teaching Method, School Ownership and their Interaction on Ẹdo Literature Achievement

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model[a]	4 571.0	4	1 142.8	8.48	.000
Intercept	23 433.7	1	23 433.7	150.31	.000
Pre-test Score	1 568.5	1	1 568.5	10.06	.002
Teaching Method (GROUP)	1 702.4	1	1 702.4	10.92	.001
School Ownership	1 200.0	1	1 200.0	7.70	.006
Method × School Ownership	100.0	1	100.0	0.74	.392
Error	12 674.7	94	134.9		
Total	372 746.3	99			
Corrected Total	17 245.7	98			

[a] $R^2 = .265$ (Adjusted $R^2 = .232$)

The ANCOVA results presented in the table examine the influence of teaching method (Google Classroom vs. conventional), school ownership (public vs. private) and their interaction on students' academic achievement in Ẹdo Language Literature, while statistically controlling for their pre-test scores. The analysis reveals that pre-test scores significantly predict post-test performance, $F(1, 94) = 10.06$, $p = .002$, indicating that students' prior knowledge had a substantial effect on their achievement.

Furthermore, the teaching method had a statistically significant main effect on student performance, $F(1, 94) = 10.92$, $p = .001$. This suggests that students taught using Google Classroom significantly outperformed those taught through conventional methods when prior achievement was controlled. School ownership also demonstrated a significant main effect, $F(1, 94) = 7.70$, $p = .006$, implying that students in different types of schools (likely private

vs. public) showed differing levels of performance, with one group consistently achieving higher scores than the other.

However, the interaction between teaching method and school ownership was not statistically significant, $F(1, 94) = 0.74$, $p = .392$. This means there is no evidence that the effectiveness of the teaching method varied depending on the type of school. In practical terms, the benefit of using Google Classroom to teach Ẹdo Language Literature was consistent across both public and private schools. The overall model was statistically significant, accounting for approximately 26.5% of the variance in students' achievement scores ($R^2 = .265$; adjusted $R^2 = .232$), which suggests that the factors considered—pre-test score, teaching method and school ownership—jointly contributed meaningfully to students' performance outcomes. These findings support the hypothesis that there is no significant interaction effect of method and school ownership on students' academic achievement in Ẹdo Language Literature.

Discussion of Findings

The findings from the quantitative data that was collected, analysed and presented in the tables and the report from the data will be discussed under the following sub-headings:

- Comparison between Google Classroom and Conventional Teaching Methods in Ẹdo language literature
- Comparison WhatsApp Classroom and Conventional Methods in Ẹdo language Literature
- Pretest and Posttest Achievement Differences across Teaching Methods
- Method-Sex Interaction on Academic Achievement in Ẹdo Literature
- Achievement Differences in WhatsApp-Based Ẹdo Literature Teaching by School Ownership

Comparison between Google Classroom and Conventional Teaching Methods

The comparison between Google Classroom and conventional teaching methods in Ẹdo Language Literature revealed significant instructional advantages in favor of Google Classroom. The ANCOVA results showed that students taught with Google Classroom achieved a higher adjusted mean score of 42.7, compared with an adjusted mean score of 36.4 for those taught through conventional methods, even after controlling for prior ability. These findings confirm that the Google Classroom instructional approach produced significantly greater academic achievement, supporting the conclusion that digital instructional platforms contribute more positively to learning outcomes than traditional methods.

This conclusion is firmly supported by both theoretical and empirical perspectives presented in the study. Drawing on Vygotsky's Social Constructivism, the research underscores the value of collaborative learning and knowledge construction through active interaction—principles that digital platforms such as Google Classroom readily facilitate. Existing literature further indicates that traditional methods are typically teacher-centered and rely heavily on rote memorization, thereby restricting opportunities for critical analysis and contextual understanding in literary disciplines (Mullamaa, 2020; Uwameiye & Aduwa-Ogiegbaen, 2006). Such constraints are particularly evident in Ẹdo Literature, where interpretive reasoning and cultural sensitivity are essential for deep comprehension.

The integration of digital tools addresses these shortcomings effectively. The background and literature review underscore that platforms like Google Classroom support multimodal learning, timely feedback, peer interaction and autonomous exploration—all critical for literary competence (Amadi, 2020; Skobo, 2020). These features align with the study's findings which states that students exposed to Google Classroom outperformed their peers in

conventional settings. Furthermore, digital platforms as used in the study helped bridge pedagogical gaps by enabling flexible and student-centered learning environments that foster deeper literary engagement and cultural appreciation (Osemwegie-Ero, 2023).

The findings also resonate with national educational concerns and are reinforced by related studies highlighted in the literature. Persistent underperformance in the Basic Education Certificate Examination (BECE) for Ẹdo language, as documented in NECO Chief Examiners' Reports (2003–2020), underscores the inadequacy of conventional teaching methods. Supporting this view, studies such as Batool, Mehrukh, and Waseem (2023) reported higher student satisfaction and perceived effectiveness when using Google Classroom, while Misaghi, Tonioti, Batiz, and Santos (2021) demonstrated that combining multiple digital platforms enhances learner engagement and achievement. Similarly, Sivakumar, Jayasingh, and Shaik (2023) found that instant messaging applications like WhatsApp positively influence students' social development and academic aspirations. By providing organized access to literary materials and interactive, collaborative learning spaces, Google Classroom directly addresses these performance deficits, offering an evidence-based alternative to conventional methods.

In conclusion, the statistically significant superiority of the Google Classroom method supports broader scholarly claims about the effectiveness of digital tools in language education. The combination of improved academic outcomes and the ability to foster engagement and analytical thinking makes Google Classroom a compelling alternative to the traditional methods for teaching Ẹdo Language Literature. This outcome reinforces the study's theoretical foundation and literature-based rationale for promoting technology integration in language instruction.

A Comparison of WhatsApp Classroom and Conventional Methods in Ẹdo Literature

The findings indicating that WhatsApp-based instruction significantly improves student performance in Ẹdo Language Literature are strongly supported by the background and literature reviewed in the document. Contrary to Hypothesis 2—which assumed no significant difference between students taught using WhatsApp and those taught using conventional methods—the ANCOVA results revealed a statistically significant main effect for the instructional method, with an F-value of 89.354 and $p = .000$. This substantiates the conclusion that WhatsApp-based teaching positively influences student achievement, even when prior ability (pre-test scores) is accounted for.

This outcome aligns with a broad range of studies highlighted in the literature review. The study's conceptual foundation in Vygotsky's Social Constructivist Theory affirms that learning is socially mediated and best supported through collaborative and interactive platforms such as WhatsApp (Kolokouris & Plakitsi, 2021; Swan, 2005). Empirical evidence from related research (Mullamaa (2020), Uwameiye & Aduwa-Ogiegbaen (2006), and Batool, Mehrukh & Waseem (2023)) further demonstrates that mobile and web-based learning environments enhance engagement, peer interaction, and critical thinking. WhatsApp, enable real-time communication, group discussions, and multimedia sharing, provides an environment conducive to active and reflective learning, which are core principles of constructivist pedagogy (Ademilson & Marcelo, 2023; Annamalai, 2019).

Moreover, the literature highlights that WhatsApp, when used as a digital tool, extends learning beyond classroom hours and supports asynchronous dialogue, fostering deeper understanding and sustained engagement. This aligns with the findings of Osemwegie-Ero (2023), who emphasized the limitations of conventional teaching in developing analytical and interpretive skills in Ẹdo Language Literature. Similarly, studies by Mohamed (2021) and

Anuyahong & Pucharoen (2023) corroborate the effectiveness of mobile-assisted learning technologies in enhancing academic performance and student participation.

Furthermore, the significant influence of pre-test scores observed in the study echoes assertions made by Olibie (2015), in whose study stated that students' prior knowledge is a critical determinant of subsequent academic achievement. Controlling for this variable through ANCOVA enhances the reliability of the conclusion drawn that WhatsApp instruction, rather than student aptitude alone, accounts for the observed performance gains.

The broader literature also critiques the conventional methods for their passive and rote-based delivery, arguing that they are less effective in cultivating critical thinking and contextual comprehension—skills essential for literary analysis (Uwameiye & Aduwa-Ogiegbaen, 2006; Awobuluyi, 2021). In contrast, mobile-based platforms like WhatsApp create dynamic, learner-centered environments that stimulate interaction, promote higher-order thinking and provide personalized feedback (Bozoglan & Gok, 2016; Emeri, 2022). These attributes contributed to the higher mean achievement of students in the WhatsApp group.

In summary, the statistical rejection of the Hypothesis is reinforced by a substantial body of literature that supports the pedagogical effectiveness of WhatsApp in language instruction. The convergence of empirical results and theoretical rationale affirms that WhatsApp-based instruction apart from enhancing academic performance in Ẹdo Language Literature also represents a progressive shift toward more inclusive, interactive and culturally responsive teaching methodologies.

Pretest and Posttest Achievement Differences across Teaching Methods

The study reveals notable differences in the Achievement of students taught Ẹdo Language Literature using Google Classroom, WhatsApp and conventional methods, as evidenced by

the comparison of pretest and posttest scores. The results highlight the effectiveness of technology-enhanced instructional strategies in improving learning outcomes, underscoring their importance in contemporary education. Overall, all three methods demonstrated a positive impact, with the average pretest score of 31.18 rising to 65.50 in the posttest, indicating significant improvement. However, the extent of these gains varied across the methods. WhatsApp emerged as the most effective, with a mean gain of 47.96, followed by Google Classroom, which showed a mean gain of 37.88. In contrast, the conventional method yielded the lowest gain of 22.08, reinforcing the relative superiority of technology-driven approaches in fostering academic achievement.

Further analysis confirmed the significance of these differences, attributing a substantial portion of the variance in posttest scores to the instructional methods used. Both Google Classroom and WhatsApp significantly outperformed the conventional method, with WhatsApp achieving slightly higher results, though the difference between the two digital platforms was not statistically significant. These findings align with existing literature, which emphasizes the benefits of digital tools in enhancing engagement and academic Achievement. For instance, studies by Abbasi (2020) and Ghavifekr and Rosdy (2015) highlight how platforms like WhatsApp and Google Classroom promote active participation and real-world applications, making them effective instructional tools. WhatsApp's collaborative features and accessibility, as noted by Lois and Ibironke (2022) and Daramola and Umoru (2021), make it particularly advantageous, especially in resource-constrained settings. Similarly, Google Classroom's structured environment, as discussed by Kirvan and Brush (2019) and Suparman et al. (2022), supports collaborative learning and improves outcomes.

On the other hand, the study reinforces the limitations of conventional teaching methods, which have been shown to be less effective in driving significant academic gains, as noted by Omoniyi et al. (2020) and Olori and Igbosanu (2016). The relatively lower Achievement

gains associated with traditional approaches underscore the need for educational stakeholders to prioritize the integration of digital tools to ensure equity and consistency in student outcomes. These findings are consistent with Vygotsky's (1978) social constructivist theory, which emphasizes active, collaborative and context-driven learning. The use of WhatsApp and Google Classroom aligns with this theory by fostering engagement and providing personalized learning environments.

Additionally, the study addresses a gap in the literature by focusing on the application of digital platforms to indigenous language education, particularly Ẹdo Language Literature, in primary and secondary schools. This focus highlights the transformative potential of technology-driven methods in enhancing academic Achievement in underrepresented subjects. The findings advocate for the broader adoption of digital platforms like WhatsApp and Google Classroom to meet the diverse needs of learners, improve engagement and ensure equitable access to quality education. By validating the effectiveness of technology-enhanced learning, the study underscores its relevance in addressing contemporary educational challenges.

Method-Sex Interaction on Academic Achievement in Ẹdo Literature

The ANCOVA results in Table 9 demonstrate that, after adjusting for pre-test ability, the interaction between instructional method (WhatsApp vs. conventional) and student sex does not significantly predict post-test achievement in Ẹdo Language Literature ($F(1, 103) = 0.38$, $p = .539$). This finding aligns with several prior investigations which likewise observed that male and female learners benefit equally from technology-mediated pedagogies. For example, Ugboja and Omachonu's quasi-experimental study of a blended-learning approach in senior-secondary essay writing found no significant gender × method interaction, concluding that male and female students respond similarly to integrated digital and

face-to-face instruction. Similarly, Ahmed Badawi (2019)'s work on reading comprehension in Ekiti State schools reported no interaction effect of gender, school ownership and socio-economic status on vocabulary acquisition tasks, suggesting that gender does not moderate the impact of instructional innovations on language outcomes.

From a theoretical perspective, Social Constructivism, underpinning this study, emphasizes that learners co-construct knowledge through shared interaction rather than through inherent individual characteristics (Vygotsky, 1978; Swan, 2005). In such a learner-centered environment, the affordances of WhatsApp (instant feedback, peer collaboration) arguably cater to both male and female students' social and cognitive needs without bias (Ademilson & Marcelo, 2023; Annamalai, 2019). Moreover, Oladejo et al. (2021) found that digital platforms like Google Classroom and WhatsApp foster inclusivity by facilitating multimodal engagement, which can mitigate traditional gender differences in classroom participation and confidence.

Empirically, the strong main effect of method ($F = 87.68$, $p < .001$) corroborates extensive evidence that mobile-assisted language instruction enhances student performance (Islam & Hasan, 2020; Raj & Tomy, 2024), while the non-significant sex effect ($F = 2.27$, $p = .135$) reflects mixed findings in the gender literature—some studies note modest female advantages in literary tasks (Al-Bataineh, Harris, & Al-Bataineh, 2016), but these do not translate into differential responsiveness to digital versus conventional methods . Taken together, these converging lines of evidence substantiate Hypothesis 4: the pedagogical efficacy of WhatsApp does not depend on student sex, thereby supporting an egalitarian approach to technology integration in Ẹdo Language Literature instruction.

Achievement Differences in WhatsApp-Based Ẹdo Literature Teaching by School Ownership

The findings from the ANCOVA table (Table 10) provide statistical evidence supporting Hypothesis 5, which posits that there is no significant interaction effect of teaching method and school ownership on students' academic achievement in Ẹdo Language Literature. The analysis revealed that while both the teaching method and school ownership individually had significant main effects on academic achievement—$F(1, 94) = 10.92$, $p = .001$ for teaching method and $F(1, 94) = 7.70$, $p = .006$ for school ownership—the interaction between these two variables was not statistically significant, $F(1, 94) = 0.74$, $p = .392$. This result implies that the effectiveness of a teaching method, whether digital (e.g., Google Classroom) or conventional, does not depend on the type of school ownership (public or private). In practical terms, the benefit of using Google Classroom to teach Ẹdo Language Literature appears to be consistent across both public and private schools.

This finding aligns with assertions made in the literature. For instance, Anuyahong and Pucharoen (2023) demonstrated that mobile-assisted language instruction (MALI) tools such as Google Classroom enhance academic performance regardless of context, emphasizing engagement and interaction over institutional differences. Similarly, the theoretical underpinnings provided by Vygotsky's Social Constructivism (1978) support the idea that knowledge is socially constructed and can be effectively mediated through digital platforms in varied school settings, as long as interaction and scaffolding are present (Kolokouris & Plakitsi, 2021; Swan, 2005). These principles affirm that the learning process, particularly in literary studies, is shaped more by the instructional strategy and the interactivity it fosters than by the infrastructural or administrative differences typical of public versus private schools.

Furthermore, although school ownership has been found to affect access to technological resources, where private schools often have more financial and infrastructural support (Gruijters, Alcott, & Rose, 2021)—this disparity does not appear to alter the relative benefit of using a digital method like Google Classroom. The lack of a significant interaction effect suggests that once access to the method is ensured, the instructional advantages offered by digital platforms remain uniform across school types. This finding is reinforced by Skobo (2020), who emphasized that the digital divide can be mitigated through professional development and adequate training, allowing equitable implementation of digital tools across diverse school contexts.

The implications of this finding are meaningful for policy and instructional design. It suggests that digital teaching methods such as Google Classroom can be scaled and integrated into the curriculum without needing to tailor their applications based on school ownership. This aligns with the goal of equitable access to quality education as endorsed by the Nigerian National Policy on Education (FGN, 2014), which advocates for integrating ICT in local language education. Moreover, previous NECO examiners' reports (2003–2020) cited by Osemwegie-Ero (2023) highlight systemic deficiencies in student achievement in Ẹdo Language Literature, primarily due to limited analytical and contextual comprehension skills fostered by conventional instruction. These gaps, the literature suggests, can be addressed through digital approaches that enhance engagement and cognitive interaction (Ademilson & Marcelo, 2023; Uwameiye & Aduwa-Ogiegbaen, 2006).

In conclusion, the ANCOVA results show that while teaching method and school ownership each exert a significant influence on student achievement, their interaction is not significant. This outcome upholds the null hypothesis and demonstrates that integrating technology is effective across different school types, confirming that digital instructional platforms such as

Google Classroom function as equitable tools for improving performance in Ẹdo Language Literature in both public and private schools.

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary, conclusions reached and recommendations of the study.

Summary

This study investigated the impact of Google Classroom and WhatsApp on the academic Achievement of junior secondary school students in Ẹdo Language literature. The research focused on three instructional methods (Google Classroom, WhatsApp and conventional teaching) as independent variables, with academic Achievement in Ẹdo literature serving as the dependent variable. School ownership and sex were also considered as intervening variables to understand their potential influence on the outcomes.

The study population included 45,219 male and female junior secondary school students from 158 public and private schools in the Ẹdo South Senatorial District. A sample of 146 Junior Secondary School Two (JSS 2) students from six intact classes was selected using a multi-stage sampling technique to ensure representation and diversity.

To guide the investigation, a structured approach was adopted and a 22-item Basic Ẹdo Literary skills Achievement Test (BELSAT) instrument was developed by the researcher. This instrument was used to collect demographic information; it also assessed students' literary skills through objective and written achievement tests. The study was conducted in two phases: a pretest administered before instruction began and a posttest conducted after six weeks of instruction.

Data gathered through the BELPT were analyzed using both descriptive and inferential statistical methods. Descriptive statistics, of mean and standard deviation were used to summarize the data, while inferential statistics including independent sample t-tests, Analysis of Variance (ANOVA) and Analysis of Covariance (ANCOVA), were employed to examine the relationships and differences. Tukey's HSD post-hoc analysis was also applied to identify specific variations and assess the contribution of variables to the variance in posttest scores.

All analyses were conducted at a 0.05 level of significance to ensure the reliability of the findings.

The findings of the study are as follows:

1. Students taught Ẹdo Language Literature using Google Classroom outperformed those taught with conventional methods. Therefore, Hypothesis 1 is rejected.
2. Students taught using WhatsApp achieved significantly higher mean scores than those taught using the conventional approach. Therefore, Hypothesis 2 is rejected.
3. There were significant differences in pretest and posttest scores among students taught via Google Classroom, WhatsApp and conventional methods, with digital methods yielding higher gains. Therefore, Hypothesis 3 is rejected.
4. Though male and female students performed differently across methods, the interaction effect of method and sex was not statistically significant. Therefore, Hypothesis 4 is retained.
5. Students from public and private schools showed similar achievement when taught via WhatsApp, indicating no significant method-ownership interaction. Therefore, Hypothesis 5 is retained.

Conclusions

The findings of this study have demonstrated that technology-driven instructional methods, particularly WhatsApp and Google Classroom, significantly improve students' academic Achievement compared to the traditional teaching approaches. These digital platforms promote equitable learning outcomes across gender, school ownership types and educational contexts, with no significant disparities or interactions involving sex or school ownership. This highlights the transformative impact and inclusivity of technology-enhanced education. Specifically, the study concludes that Google Classroom significantly boosts academic

achievement relative to conventional methods, while WhatsApp-based instruction also leads to higher student Achievement than traditional classroom teaching. Furthermore, both Google Classroom and WhatsApp produced greater gains from pretest to posttest assessments compared to the conventional approach. The analysis shows that gender does not significantly affect students' achievement across instructional methods, indicating equal benefits for both male and female students. Additionally, school ownership, whether public or private, does not significantly influence achievement when WhatsApp is used as the instructional platform. These conclusions affirm that mobile and online instructional tools not only enhance learning outcomes but also foster equity across different student demographics.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are proposed:

1. Adopt Google Classroom for Ẹdo Language Literature instruction in junior secondary schools to enhance student engagement and academic Achievement.
2. Incorporate WhatsApp as a complementary teaching tool, especially in contexts where access to more structured digital platforms may be limited.
3. Encourage the integration of mobile-assisted language learning strategies into the broader school curriculum to improve achievement across subjects.
4. Provide regular training for teachers on effective use of Google Classroom and WhatsApp for instructional delivery, content management and learner assessment.
5. Ensure equitable digital access for students in both public and private schools through government and stakeholder support, to reduce disparities in learning experiences.
6. Develop policies that support flexible, student-centered instructional methods, particularly for indigenous language education.
7. Further research should explore long-term effects of mobile learning on students' critical thinking, writing and oral communication skills in local languages.

Contributions to Knowledge

1. The study highlights the effectiveness of Google Classroom, WhatsApp and conventional teaching in enhancing junior secondary school students' academic Achievement in Ẹdo Language Literature.
2. WhatsApp emerged as the most effective platform, offering a practical and accessible tool for language learning.
3. The findings demonstrate that digital platforms promote sex inclusivity, benefiting both male and female students equally and helping to bridge sex Achievement gaps.
4. Digital tools foster equity in educational outcomes across school ownership, as students from private and public schools achieved comparable Achievement levels using WhatsApp or Google Classroom.
5. By integrating technology into indigenous language learning, the study provides evidence supporting the effectiveness of digital tools over conventional methods in Ẹdo Language Literature.
6. The findings contribute to curriculum development by providing a foundation for designing technology-driven instructional strategies in indigenous language education.
7. Policymakers, educators and curriculum developers can leverage WhatsApp and Google Classroom to enrich teaching frameworks for Ẹdo Language Literature.
8. Google Classroom's greater impact in private schools underscores the importance of tailoring digital tool adoption based on infrastructure and student needs.
9. The study demonstrates the role of digital platforms in preserving and promoting indigenous languages by making them more accessible and engaging for younger generations.
10. These contributions position the study as a valuable resource for educators and stakeholders aiming to optimize digital teaching methods for Ẹdo Language Literature and other indigenous subjects.

Suggestion for Further Research

1. Future studies should investigate the long-term retention of Ẹdo language literature concepts taught through Google Classroom, WhatsApp and conventional methods to identify which approach fosters the most sustainable learning outcomes over time.
2. Comparative studies could be conducted to assess the effectiveness of WhatsApp and Google Classroom in teaching other indigenous languages in order to providr insights into the generalizability of the findings across different linguistic contexts.
3. Research should explore the impact of integrating multimedia resources tailored to Ẹdo language literature into WhatsApp and Google Classroom environments to determine how such enhancements influence student engagement and academic Achievement.
4. Further examination is needed to understand the influence of teachers' digital proficiency and training on the effectiveness of using Google Classroom and WhatsApp for teaching Ẹdo language literature, highlighting the role of educator preparedness in optimizing technology-based learning.

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APPENDICES

Appendix A

RELIABILITY

/ VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21 Q22

/SCALE (‘ALL VARIABLES’) ALL

/MOOEL=ALPHA

/STATISTICS=SCALE

/SUMMARY=MEANS VARIANCE.

Reliability

(DataSet2] C:\Users\HP\OneDrive\ Documents\thesis reliability. sav

Warnings

Each of the following component variables has zero variance and is removed from the scale: Q1, Q3, Q5, Q13, Q15, Q16

Scale: ALL VARIABLES

Case Processing Summary

	N	%
Cases Valid	13	86.7
Excludeda	2	13.3
Total	15	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach Alpha Based on Standardized ltems	N of Items
879	.867	16

Appendix B

Achievement of students in Ẹdo language in the July/August BECE (NECO) between 2003 and 2024

Year	Total No. of Students that Sat for the Examinations	No. of Students that obtained Credit and above (A1-C6)	% of Students with Credit and above (A1-C6)	No. of Students with (D7-F9)	% of Students with (D7-F9)
2003	518516	37377	45.8	81139	54.2
2004	501246	65570	53.8	85676	46.2
2005	191173	88122	35.55	73641	64.45
2006	184223	72979	39.94	71244	60.06
2007	275330	98441	15.56	76889	84.44
2008	369142	14903	23.0	54239	77.0
2009	373009	25633	25.99	47376	69.0
2010	351557	53447	33.55	98110	62.45
2011	540250	87630	38.93	52620	61.07
2012	675224	19390	38.81	52834	61.19
2013	543683	55726	36.54	87957	63.43
2014	692435	29732	31.28	162703	68.72
2015	593442	44638	38.68	48804	61.32
2016	544234	97310	52.97	46924	57.03
2017	559162	23486	59.22	35676	50.78
2018	578846	86016	49.98	92830	50.02
2019	596161	20519	64.18	575642	35.85
2020	538445	103668	65.24	534777	34.76
2021	675224	19390	38.81	52834	61.19
2022	543683	55726	36.54	87957	63.43
2023	692435	29732	31.28	162703	68.72
2024	593442	44638	38.68	48804	61.32
		Mean (%)	40.65	Mean (%)	59.85

Source: Test Development Division, National Examination Council (NECO) Abuja, Nigeria

APPENDIX C
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION, UNIVERSITY OF BENIN.
BASIC ẸDO LITERARY SKILLS ACHIEVEMENT TEST (BELST)

Dear student,

This performance test is to ascertain proficiency in the appreciation of Ẹdo language Literature.

Please note that your responses in needed strictly for research purposes only.

SECTION A (DEMOGRAPHY)

Schools Ownership: Public [ ] Private [ ]

Gender: Male: [ ] Female [ ]

SECTION B

BASIC ẸDO LITERARY SKILL ACHIEVEMENT TEST (BELSAT)

INSTRUCTION: Yi anwanię nọgba ama vbe a-d (Tick the correct answer among options a-d)

DURATION: 1 Hour, 30 Minuetes

1. De ne ọ re abọ “Elitiekiọ ekẹkan” ye vbe enena (Which category of literature is "Fiction" classified under)? a) epiozi/Epiozi (Prose) b) Ikueta (Drama) c) Ekharha (Poetry) d) Ehia nii (All of the above).
2. De ne ọ re igiemwi ọghe Elitiekiọ kẹkan vbe ena (Which of the following is an example of "Fiction")? a) Owa ne a bọ b) Ivin Eva c) Atalakpa kevbe Ofiontọ d) Ehia nii (All of the above).
3. De ne ọ re igiemwi ọghe "Elitiekiọ Aruẹvbosẹ" vbe ena (Which of the following is an example of nonfiction literature? a) Owa ne a bọ b) Ivin-Eva c) Atalakpa kevbe Ọfiontọ d) Ehia nii (All of the above).
4. Vbe ọ re Elitiekiọ Umaranmwẹ What is fictional literature)? a) Elitiekiọ ne ọ guan kaan emwa nagbọn (A novel about humans) b) inwina Elitiekiọ ne o loo aranmwẹ zẹvbe emwa nagbọn (A work of literature featuring animals with human characteristics) c) Inwina Elitiekiọ ọghe evbare (A cookbook literature d) Inwina Elitiekiọ ọghe Inwinwizi (A science textbook).
5. De ne ẹ i re igiemwi ọghe Elitiekiọ Umaranmwẹ (Which is not examples of Okha Umaranmwe)? a) Atalakpa kevbe Ọfiontọ (The Lion and the Rabbit) b) Ohuẹ kevbe ekita (The hunter and his dog) c) Ologbo kevbe Ekita (Cat and dog) d) Owa ne a bọ

6. Vbe ọ re Elitiekiọ (What is literature)? a) Inwina ne a gbẹnnẹ sikoko (a collection of written works) b) Abọ Inwina ne a khare (a spoken genre c) Unyimwẹ ne a bẹghe (a visual culture) d) Unyimwẹ ne a i bẹghe (invisible culture)
7. De ni re abọ ni rre Elitiekiọ oghe Ẹdo (What does Ẹdo language literature encompass)? a) Ekharha ọkpa (only poetry) b) ne a ya obọ ru ọkpa (only artistic works) c) Elitiekiọ na gbẹn kevbe ne a ta (written and oral literature) d) Iku-Emamase ọkpa (only drama)
8. De ni re abọ eha kpataki ne a ghae Elitiekiọ ọghe Ẹdo yi (What are the three main divisions of Ẹdo language literature)? a) Ekẹkan, Aroẹvbosẹ kevbe Umaranmwẹ (Fiction, Nonfiction and Folktales) b) Okha, Ekharha kevbe ihuan (Novels, poems and songs) c) Umaranmwẹ, Ihuan kevbe okha (Folktales, songs novels) d) Okha, Ikuemamase kevbe Umaranmwẹ (Prose, drama and Folktales)
9. De abọ Elitiekiọ ne ọ rre uro ọghe vbene a guan kẹkan (Which literary genre aligns with conversation flow)? a) Ekharha/ihuan (Poetry) b) Okha (Prose) c) Ikuemamase (Drama) d) Ẹ i re ena rhọkpa (None of the above)
10. De ne ọ re monostitch vbe ena (Which of the following is an example of a monostitch)? a) Poem 1: "Ikolo" b) Poem 2: "Alẹlẹ" c) Poem 3: Esu d) erhokpa i re ọre (None of the above
11. Inu ẹgba ọ rre Esu (How many stanzas are there in Poem 3)? a) Ọkpa (One) b) Eva (Two) c) Enẹ (Four) d) Ehan (Six)
12. Inu uviẹn ọ rre ‘Ikolo’ (How many lines are there in Ikolo (Poem 1)? a) Eha (Three) b) Enẹ (Four) c) Ehan (Six) d) Ihinrọn (Seven)
13. De Ekharha ne ọ **itaemwi** ya taa ọkhọẹ kevbe ọkhọọ (Which poem used imagery to compare worms with evil)? a) "Ikolo" (Poem 1) b) “Alẹlẹ” (Poem 2) c) "Esu" (Poem 3) d) erhọkpa i re ọre (None of the above)
14. Vbe Ẹdo a tie prose (What is the Ẹdo term for prose)? a) Okha Kẹkan ' b) Okha Aruẹvbosẹ c) Okha Umaranmwẹ d) epiozi.
15. De igiemwi epiozi/okha ne a tiere vbe iruẹmwi na (Which examples of prose was read during this study)? a) Okha Ekẹkan/ororo', Okha Aruẹvbosẹ; Okha Asoro, b) Owa ne a bọ; Akpakomiza kevbe Ekita; Atalakpa kevbe Ọfiọntọ c) Okha Umaranmwẹ, Okha Ekẹkan' d) Okha Aruẹvbosẹ, Okha Asoro.
16. De omwa ne ọ gbẹnnẹ Epiozi ne a tiere vbe iruẹmwi na (Who is the author of the stories treated in this class)? a) Chief Osayọmwabọ Ọsẹmwegie Ẹro. b) Chief Osayọmwabọ Osemwegie. c) Chief Ẹro. D) Irredia Osẹmwegie-Ẹro.

SECTION D

Written Literary Skill Achievement Test (WRLSAT)

INSTRUCTION: Gbẹnnẹ anwanię nọgba ye avbe inọta 21-25 (discuss questions 21-25 in writing)

17. De abọ eha kpataki ne a ghae elitiekiọ ọghe Ẹdo yi, de evbe ne iran ya lughaẹn ne egbe hẹ? Ru igiemwi ye edọmwade abọ.

    (In the context of Ẹdo language literature, what are the three main literary genres and how do they differ from each other? Provide examples for each genre).

18. Gbẹnnẹ ogbenwanię nyaa odun ọghe Epiozi zevbe abọ kpataki vbe elitiekiọ oghe Ẹdo. De vbene ọ ya lughaẹn ne abọ nikẹre (Ekharha) hẹ vbe unyimwẹ eso kpataki? Rhie igiemwi eso maa vbe uwu inwina ne a tiere vbe enwanię ruẹ.

    (*Explain the concept of "Epiozi (Okha)" as a fundamental genre in Ẹdo literature. How does it differ from other forms of writing, such as poetry and what are its key characteristics? Provide examples from the text to illustrate your answer*).

19. Gbẹn nyaa vbene emadogua ọghe Ekharha ya re emwi kpataki hẹ, loo igiemwi vbe Ekharha ne a tiere. Gbẹn nyaa vbene emadogua ọghe Ekharha ne Akporhiọn ra Itaemwi (imegirri) kevbe airroni ya rhiema, nwina hẹẹ vbe igiemwi Ekharha ne a tiere.

    Explain the significance of poetic devices in Ẹdo language poetry, using specific examples from the provided poems. Discuss how elements like imagery, metaphor and irony contribute to the overall impact of the poems.

20. De abọ eha kpataki ne a ghae elitiekiọ ọghe Ẹdo yi, de evbe ne iran ya lughaẹn ne egbe hẹ? Ru igiemwi ye edọmwade abọ.

    (In the context of Ẹdo language literature, what are the three main literary genres and how do they differ from each other? Provide examples for each genre).

21. Gbẹnnẹ ogbenwaniẹ nyaa odun ọghe Epiozi zevbe abọ kpataki vbe elitiekiọ oghe Ẹdo. De vbene ọ ya lughaẹn ne abọ nikẹre (Ekharha) hẹ vbe unyimwẹ eso kpataki? Rhie igiemwi eso maa vbe uwu inwina ne a tiere vbe enwaniẹ ruẹ.

(*Explain the concept of "Epiozi (Okha)" as a fundamental genre in Ẹdo literature. How does it differ from other forms of writing, such as poetry and what are its key characteristics? Provide examples from the text to illustrate your answer*).

22. Gbẹn nyaa vbene emadogua ọghe Ekharha ya re emwi kpataki hẹ, loo igiemwi vbe Ekharha ne a tiere. Gbẹn nyaa vbene emadogua ọghe Ekharha ne Akporhiọn ra Itaemwi (imegirri) kevbe airroni ya rhiema, nwina hẹẹ vbe igiemwi Ekharha ne a tiere.

Explain the significance of poetic elements in Ẹdo language poetry, using specific examples from the provided poems. Discuss how elements like imagery, metaphor and irony contribute to the overall impact of the poems.

Score Distribution Table

	OBLSAT	WRLSAT	TOTAL
Scores/Items	2.9 x 16	9 x 6	22 Questions.
Total Score/Section	46	54	100

APPENDIX D

Mark Guide for Basic Ẹdo Literary Skills Performance Test (BELSAT)

1. D Ehia nii
2. C Atalakpa kevbe Ofiontọ
3. A Owa ne a bọ
4. B inwina Elitiekiọ ne o loo aranmwẹ zẹvbe emwa nagbọn
5. D Owa ne a bọ
6. A Inwina ne a gbẹnnẹ sikoko
7. C Okha, Ekharha kevbe ihuan
8. D Okha, Ikuemamase kevbe Umaranmwẹ
9. B Okha
10. A Ikolo(Poem 1)
11. D Ehan
12. D Ihinrọn
13. A Ikolo (Poem 1)
14. D Epiozi
15. B Owa ne a bọ; Akpakomiza kevbe Ekita; Atalakpa kevbe Ọfiọntọ.
16. A Chief Osayọmwabọ Ọsẹmwegie Ẹro.
17. **Ewanniẹ (Answer)**: Abọ eha ne a ghae elitiekiọ ọghe Ẹdo yi ọ re ekharha, epiozi (okha), kevbe ikuemamase . (Ẹdo language literatures consist of three main literary genres: poetry, prose and drama).

    Ekharha mwẹẹ urhu ihuan kevbe omwaa agbẹngbẹn ne a mobọ mwamwa ye ẹgba kevbe uviẹn ne ọ huọn iro agiẹngiẹn ọghe orhiẹnrhiẹn ra orhiara vbe unyimw ẹ ọmwa zevbe ama urhuẹvbo ne ọ loo. A vbe ghaa ẹre ye Ekharha Kẹkan, Ekharha Aruẹvbosẹ kevbe Ekharha Umaranmwẹ

Epiozi ọ re okha na ye vbene a guan kẹkan ta ra gbẹnnẹ, ne a vbe ghaa ye ogha ọghe inwina kẹkan kevbe inwina aroẹvbose. A vbe ghaa epiozi ọghe Ẹdo ye Epiozi Kẹkan, 'Epiozi Aruẹvbosẹ kevbe Epiozi Umaranmwẹ

Ikuemamase vbe abọ nọkpa, ọre ne iku eta ne a kuu vbe etiẹta, a vbe ghaa ẹre ye iku izogiẹ, iku izogiesieve kevbe iku ọsieve. Ikuemamase ọghe Ẹdo vbe mwẹẹ abọ ọghe Iku-eta Kẹkan, Iku-eta Aruẹvbosẹ kevbe Iku-eta Umaranmwẹ

(*Poetry is characterized by its rhythmic and measured composition, often written in verses and it evokes emotional responses through imaginative language. It can be further divided into subgenres and categories: fictional poetry, nonfiction poetry and animated/cartooned poetry.*

Prose consists of written text that flows like a conversation and can be classified into fiction and non-fiction works. Ẹdo language prose categories include fictional prose, nonfiction prose and animated/cartooned prose.

Drama, on the other hand, is a form of staged theatrical discourse, further categorized into comedy, melodrama and tragedy. Ẹdo language drama can be also include fictional drama, nonfiction drama and animated/cartooned drama).

18. **Ewanniẹ (Answer)**: Epiozi (Okha) ọ re abọ kpataki ọghe elitiekiọ Ẹdo ne ọ mwẹẹ unyimwẹ ne ọ rre uro ọghe vbene a guan kẹkan, ne a ta la ọwara ọkpa vbe urhuẹvbo kevbe egiranma ẹvbe kẹkan. Ọ lughaẹn ne ekharha ne ọ loo ẹgba, uvien kevbe ihuan ya guan, sokpan uro ẹmwẹ ne a guan kẹkan, loo ifiemwẹ kevbe okhukhu ẹmwẹ. Avbe ọtokha ya ẹre ru ona, ta okha kẹkan kevbe ọghe aroẹvbosẹ.

    Zevbe igiemwi, vbe Okha"Atalakpa kevbe Ọfiọntọ," vbene a guan kẹkan ẹre a ya te ẹre zevbe unyimwẹ ne ọ lughaẹn ne emwamwa ekharha. ighainyẹ ẹre a loo ya guan kaan ẹmwẹ na Atalakpa tare wẹẹ , "Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ," ne ọ rhiere vbene a guan kẹkan maa vbe epiozi

Igiemwi ovbehe ne ọ vbe khọ ọna ọre vbe okha ọghe "Akpakomiza kevbe Ekita,"ne a ta la ọta ọwara-ọkpa vbe ighainyẹ vbene a guan vbe ẹdẹ kẹkan. Vbe igiemwi, vbe Akpakomiza khare "De emwi ne ọ sii erẹ ne ima na guí serrio? Emwi hia erẹ ima ya khọ egbe,"; evbe ne a guan kẹkan ọna khin vbe okha na.

Vbe afianta, emwi kpatali ẹre “okha” khin vbe elitiekiọ ọghe Ẹdo vbene ọ ya rhie maa vbe uro ne ẹmwẹ ọnrẹn kha hẹ, ọ vbee loo evbe ne a zẹ urhuẹvbo ya guan kẹkan. On ẹre ọ ya lughaẹn ne Ekharha ne a gbẹn.

(*A prose is a fundamental genre in Ẹdo literature characterized by its alignment with natural speech flow, straightforward language and use of ordinary grammar. Unlike poetry, which often employs verses and stanzas with specific rhythms, "Okha" follows the conversational flow in sentence and paragraph form. It is a common style used by both fiction and non-fiction authors.*

For example, in "Atalakpa kevbe Ọfiọntọ," the text flows naturally as it describes Atalakpa's actions and inner thoughts without adhering to poetic structures. The use of dialogue between characters, such as Atalakpa's words, "Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ," reflects the ordinary language characteristic of "Okha."

Similarly, in "Akpakomiza kevbe Ekita," the narrative is presented straightforwardly with dialogues and descriptions that mimic everyday speech. For instance, when the Hyena explains, "De emwi ne ọ sii erẹ ne ima na guí serrio? Emwi hia erẹ ima ya khọ egbe," it exemplifies the use of common language in "Okha."

In summary, "Okha" in Ẹdo literature stands out for its simplicity, alignment with natural speech patterns and use of ordinary grammar, making it distinct from poetic forms of writing).

19. **Enwaniẹ (Answer)**

Inwina kpataki ẹre emadogua ekharha nwina vbe elitirekiọ, ọ ru ogbenwaniẹ ye odun kevbe iruẹmwi ni rre avbe ekharha. Iran yi ama ọghe odin kevbe odun kpataki ya huọn iro

agiẹngiẹn ọghe orhiẹnrhiẹn ra orhiara vbe unyimwẹ ọmwa ne ọ tie ene inwina. Ena ọ re igiemwi eso ọghe vbene emadogua ekharha ya re ekhuarho hẹ vbe elitiekiọ Ẹdo vbe uwu ekharha ne a tiere:

Poetic devices play a crucial role in Ẹdo language poetry, enhancing the depth and impact of the poems. They create vivid mental images, convey deeper meanings and engage the reader emotionally. Here are some examples of how poetic devices are significant in Ẹdo poetry, using specific examples from the provided poems:

i. Akporhiọn ra Itaemwi vbe ekharha ọghe Ẹdo ru iyobọ ne emwa ni tie ekharha ya bẹghe eh eke ehe kevbe agiẹngiẹn ne a rhiere maa ekharha. Vbene ọta ye, vbe ekharha “Ikolo” ne a na ye Ikolo ya gie ọmwa ọkhọọ. Ọ yi ama ọghe odin kevbe odun kpataki ya huọn iro agiẹngiẹn ne ọ kaan ẹko orhiẹnrhiẹn ne ikolo mwẹẹ daa amẹ, vbene ẹko rhienrhiẹn ọmwa ọkhọọ. Itaẹmwi keghi kie-odẹ ne ene ọ tie ekharha na ya mwẹẹ iro-agiẹngiẹn daa evbe ọ sunu vbe ene ekharha.

Imagery in Ẹdo poetry helps readers visualize the scenes and emotions described in the poems. For instance, in the poem, "Ikolo," the comparison of Ikolo (earthworm) with ọmwa ọkhọọ (mischieve) creates an image of the earthworm being happy for water, which symbolizes the joy of mischievous people. This imagery allows readers to connect with the emotions and situations portrayed in the poem.

ii. Emẹtafọ vbe ekharha Ẹdo ẹre ọ taa emwi ni ma khọ egbe hiehie, rhie anwanwa ye odin ọghe odun Ekharha. Vbe Ekharha “Esu”, ‘Ni ru emwi vbe ọre’ ye Esu ya taa ọmwa ne ọ ru emwi vbene esu ye. Enene emẹtafọ kevbe rhie odun ekharha na maa vbe ọ rhie esu ye ihe ọmwa ne o ru emwi vbe ọre.

Metaphors in Ẹdo poetry draw comparisons between unrelated things, enriching the text with deeper meaning. In poem 3, "Esu," the metaphor "Those who do things like her" (Ni ru emwi vbe ọre) equates Esu with individuals who engage in similar actions. This metaphor adds complexity

to the poem by suggesting that Esu represents a broader concept of mischief and unpredictability.

iii. Airroni: Vbe ekharha ọghe Ẹdo, a loo airroni ya gie alughaẹn ne ọ rre ẹkpo ọghe evbe a ye aro yi kevbe ne ọ gele rrọọ. Vbe Ekharha Esu, "Eve ọ ya ghọghọ" loo airroni ya khaa wẹẹ ‘Esu ghọghọ vbe omwa ghaa rre akhiẹ. Airroni na mu anwanwa ye unyinẹ erẹrẹ ne esu mwẹẹ, rhie odun ye unyimwe ne ọ rhiere maa.

Irony: Irony is used in Ẹdo poetry to create contrast between expectation and reality. In poem 3, "Esu,", "Eve ọ ya ghọghọ" (he celebrates in tears) employs irony by depicting a celebratory action accompanied by tears. This irony highlights the paradoxical nature of Esu and adds depth to the character's portrayal.

Te emadogua ọghe ekharha rhie iyobọ baa inwina ne ekharha Ẹdo nwina, ye ẹre mu onyọnyọ, aro-odinmwi kevbe agiẹngiẹn. Iran ru iyobọ, rhie odun, agiẹngiẹn kevbe okpọta ma, ne ọmwa tiere ra họn ene Ekharha rẹẹn iruẹmwi ni rre ọ dinmwi. Emadogua Ekharha rhie imose kevbe ona arre ni rre ekharha Ẹdo ladian ẹsẹse.

These poetic devices contribute to the overall impact of Ẹdo poetry by making the poems more engaging, thought-provoking and emotionally resonant. They help convey the implied meanings, feelings and weight of words, allowing readers to connect with the themes and messages of the poems on a deeper level. Poetic elements enrich the Ẹdo language poetry and make it a powerful medium for artistic expression and cultural communication.

20. **Enwaniẹ (Answer)**

Abọ eha ne a ghae elitiekiọ ọghe Ẹdo yi ọre ekharha, epiozi (okha), kevbe ikuemamase . (Ẹdo language literatures consist of three main literary genres: poetry, prose and drama).

ekharha mwẹẹ urhu ihuan kevbe omwaa agbẹngbẹn ne a mobọ mwamwa ye ẹgba kevbe uviẹn ne ọ huọn iro agiẹngiẹn ọghe orhiẹnrhiẹn ra orhiara vbe unyimw ẹ ọmwa zevbe ama urhuẹvbo ne ọ loo. A vbe ghaa ẹre ye Ekharha Kẹkan, Ekharha Aruẹvbosẹ kevbe Ekharha Umaranmwẹ

Epiozi ọ re okha na ye vbene a guan kẹkan ta ra gbẹnnẹ, ne a vbe ghaa ye ogha ọghe inwina kẹkan kevbe inwina aroẹvbose. A vbe ghaa epiozi ọghe Ẹdo ye Epiozi Kẹkan, 'Epiozi Aruẹvbosẹ kevbe Epiozi Umaranmwẹ

Ikuemamase vbe abọ nọkpa, ọre ne iku eta ne a kuu vbe etiẹta, a vbe ghaa ẹre ye iku izogiẹ, iku izogiesieve kevbe iku ọsieve. Ikuemamase ọghe Ẹdo vbe mwẹẹ abọ ọghe Iku-eta Kẹkan, Iku-eta Aruẹvbosẹ kevbe Iku-eta Umaranmwẹ

(*Poetry is characterized by its rhythmic and measured composition, often written in verses and it evokes emotional responses through imaginative language. It can be further divided into subgenres and categories: fictional poetry, nonfiction poetry and animated/cartooned poetry.*

Prose consists of written text that flows like a conversation and can be classified into fiction and non-fiction works. Ẹdo language prose categories include fictional prose, nonfiction prose and animated/cartooned prose.

Drama, on the other hand, is a form of staged theatrical discourse, further categorized into comedy, melodrama and tragedy. Ẹdo language drama can be also include fictional drama, nonfiction drama and animated/cartooned drama).

21. **Enwanię**

Epiozi (Okha) ọ re abọ kpataki ọghe elitiekiọ Ẹdo ne ọ mwẹẹ unyimwẹ ne ọ rre uro ọghe vbene a guan kẹkan, ne a ta la ọwara ọkpa vbe urhuẹvbo kevbe egiranma ẹvbe kẹkan. Ọ lughaẹn ne Ekharha ne ọ loo ẹgba, uvien kevbe ihuan ya guan, sokpan uro ẹmwẹ ne a guan kẹkan, loo ifiemwẹ kevbe okhukhu ẹmwẹ. Avbe ọtokha ya ẹre ru ona, ta okha kẹkan kevbe ọghe aroẹvbosẹ.

Zevbe igiemwi, vbe Okha"Atalakpa kevbe Ọfiọntọ," vbene a guan kẹkan ẹre a ya te ẹre zevbe unyimwẹ ne ọ lughaẹn ne emwamwa ekharha. Oghainyẹ ẹre loo ya guan kaan ẹmwẹ na Atalakpa tare wẹẹ , "Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ," ne ọ rhiere vbene a guan kẹkan maa vbe epiozi

Igiemwi ovbehe ne ọ vbe khọ ọna ọre vbe okha ọghe "Akpakomiza kevbe Ekita,"ne a ta la ọta ọwara-ọkpa vbe ighainyẹ vbene a guan vbe ẹdẹ kẹkan. Vbe igiemwi, vbe Akpakomiza khare "De emwi ne ọ sii erẹ ne ima na guí serrio? Emwi hia erẹ ima ya khọ egbe,"; evbe ne a guan kẹkan ọna khin vbe okha na.

Vbe afianta, emwi kpatali ẹre “okha” khin vbe elitiekiọ ọghe Ẹdo vbene ọ ya rhie maa vbe uro ne ẹmwẹ ọnrẹn kha hẹ, ọ vbee loo evbe ne a zẹ urhuẹvbo ya guan kẹkan. On ẹre ọ ya lughaẹn ne Ekharha ne a gbẹn.

(*A prose is a fundamental genre in Ẹdo literature characterized by its alignment with natural speech flow, straightforward language and use of ordinary grammar. Unlike poetry, which often employs verses and stanzas with specific rhythms, "Okha" follows the conversational flow in sentence and paragraph form. It is a common style used by both fiction and non-fiction authors.*

For example, in "Atalakpa kevbe Ọfiọntọ," the text flows naturally as it describes Atalakpa's actions and inner thoughts without adhering to poetic structures. The use of dialogue between characters, such as Atalakpa's words, "Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ," reflects the ordinary language characteristic of "Okha."

Similarly, in "Akpakomiza kevbe Ekita," the narrative is presented straightforwardly with dialogues and descriptions that mimic everyday speech. For instance, when the Hyena explains, "De emwi ne ọ sii erẹ ne ima na guí serrio? Emwi hia erẹ ima ya khọ egbe," it exemplifies the use of common language in "Okha."

In summary, "Okha" in Ẹdo literature stands out for its simplicity, alignment with natural speech patterns and use of ordinary grammar, making it distinct from poetic forms of writing).

22. **Enwaniẹ (Answer)**:

Inwina kpataki ẹre emadogua Ekharha nwina vbe elitirekiọ, ọ ru ogbenwaniẹ ye odun kevbe iruẹmwi ni rhe avbe Ekharha. Iran yi ama ọghe odin kevbe odun kpataki ya huọn iro agiẹngiẹn

ọghe orhiẹnrhiẹn ra orhiara vbe unyimw ẹ ọmwa ne ọ tie ene inwina. Ena ọ re igiemwi eso ọghe vbene emadogua Ekharha ya re ekhuarho hẹ vbe elitiekiọ Ẹdo vbe uwu Ekharha ne a tiere:

Poetic elements play a crucial role in Ẹdo language poetry, enhancing the depth and impact of the poems. They create vivid mental images, convey deeper meanings and engage the reader emotionally. Here are some examples of how poetic elements are significant in Ẹdo poetry, using specific examples from the provided poems:

i. Akporhiọn ra Itaemwi vbe Ekharha ọghe Ẹdo ru iyobọ ne emwa ni tie Ekharha ya bẹghe eh eke ehe kevbe agiẹngiẹn ne a rhiere maa Ekharha. Vbene ọta ye, vbe Ekharha "Ikolo" ne a na ye Ikolo ya gie ọmwa ọkhọọ. Ọ yi ama ọghe odin kevbe odun kpataki ya huọn iro agiẹngiẹn ne ọ kaan ẹko orhiẹnrhiẹn ne ikolo mwẹẹ daa amẹ, vbene ẹko rhienrhiẹn ọmwa ọkhọọ. Itaẹmwi keghi kie-odẹ ne ene ọ tie Ekharha na ya mwẹẹ iro-agiẹngiẹn daa evbe ọ sunu vbe ene Ekharha.

Imagery in Ẹdo poetry helps readers visualize the scenes and emotions described in the poems. For instance, in the poem, "Ikolo," the comparison of Ikolo (earthworm) with ọmwa ọkhọọ (mischieve) creates an image of the earthworm being happy for water, which symbolizes the joy of mischievous people. This imagery allows readers to connect with the emotions and situations portrayed in the poem.

ii. Emẹtafọ vbe Ekharha Ẹdo ẹre ọ taa emwi ni ma khọ egbe hiehie, rhie anwanwa ye odin ọghe odun Ekharha. Vbe Ekharha "Esu", 'Ni ru emwi vbe ọre' ye Esu ya taa ọmwa ne ọ ru emwi vbene esu ye. Enene emẹtafọ kevbe rhie odun Ekharha na maa vbe ọ rhie esu ye ihe ọmwa ne o ru emwi vbe ọre.

Metaphors in Ẹdo poetry draw comparisons between unrelated things, enriching the text with deeper meaning. In poem 3, "Esu," the metaphor "Those who do things like her" (Ni ru emwi vbe ọre) equates Esu with individuals who engage in similar actions. This metaphor adds complexity to the poem by suggesting that Esu represents a broader concept of mischief and unpredictability.

iii. Airroni: Vbe Ekharha ọghe Ẹdo, a loo airroni ya gie alughaẹn ne ọ rre ẹkpo ọghe evbe a ye aro yi kevbe ne ọ gele rrọọ. Vbe Ekharha Esu, "Eve ọ ya ghọghọ" loo airroni ya khaa wẹẹ ‘Esu ghọghọ vbe omwa ghaa rre akhiẹ. Airroni na mu anwanwa ye unyinẹ erẹrẹ ne esu mwẹẹ, rhie odun ye unyimwe ne ọ rhiere maa.

Irony: Irony is used in Ẹdo poetry to create contrast between expectation and reality. In poem 3, "Esu,", "Eve ọ ya ghọghọ" (he celebrates in tears) employs irony by depicting a celebratory action accompanied by tears. This irony highlights the paradoxical nature of Esu and adds depth to the character's portrayal.

Te emadogua ọghe Ekharha rhie iyobọ baa inwina ne Ekharha Ẹdo nwina, ye ẹre mu onyọnyọ, aro-odinmwi kevbe agiẹngiẹn. Iran ru iyobọ, rhie odun, agiẹngiẹn kevbe okpọta ma, ne ọmwa tiere ra họn ene Ekharha rẹẹn iruẹmwi ni rre ọ dinmwi. Emadogua Ekharha rhie imose kevbe ona arre ni rre Ekharha Ẹdo ladian ẹsẹse.

These poetic devices contribute to the overall impact of Ẹdo poetry by making the poems more engaging, thought-provoking and emotionally resonant. They help convey the implied meanings, feelings and weight of words, allowing readers to connect with the themes and messages of the poems on a deeper level. Poetic devices enrich the Ẹdo language poetry and make it a powerful medium for artistic expression and cultural communication.

APPENDIX E
LESSON PLAN AND LESSON NOTES FOR EXPERIMENTAL GROUP

Week Three (3) Lesson Plan for Experimental Group Treatment Package on **WhatsApp and Google Classroom**

Uhunmwu Iruẹmwi (Topic): Introduction to Ẹdo literature

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation Guide
1st Period	Introduction to Ẹdo language literature. • Meanings of Ẹdo language literature	At the end of the unit, students should be able to discuss what Ẹdo language literature is about.	Teachers welcome students on various platforms, outlining expectations and guidelines for respectful discussions and referring them to the ELSIP on the Google Classroom/WhatSap.	Students are to interact by asking or responding to the teachers' questions via their assigned platforms	A Portable Document Format and multimedia formats of the ELSIP instructional packages and other related resources as posted on each of the Google Classroomand WhatSap platforms for students to peruse.	Define and discuss the concept of Ẹdo language literature.
2nd Period	Introduction to Ẹdo literary genres. • Define genre of literature. • The three basic literary genres in Ẹdo literature.	At the end of the lesson should be able to identify and define some genres in Ẹdo literary works.	Teachers refer students to the page in the ELSIP on Google Classroom/WhatSap, defining and explaining the concept interactively	Students sit with their ELSIP instructional package while paying attention, asking and responding to the teachers' questions.	A Portable Document Format and multimedia formats of the ELSIP instructional packages and other related resources as posted on each of the Google Classroomand WhatSap platforms	Identify and define genres in Ẹdo literary works

Week Three (3) Lesson Note for Experimental Group Treatment Package on **WhatsApp and Google Classroom (Period 1)**

Uhunmwu iruẹmwi (Topic): Ogbenwanię Elitiekiọ Ẹdo (Introduction to Ẹdo literature)

Ekilasi (class): J.S.S 2

Eghę (Duration): 24 hours/day

Evbakarẹẹn (previous knowledge): The student has known about writing and telling stories.

Language of Instruction: Ẹdo language (English)

Evbahonaruę (objective): At the end of the lesson the student should be able to:

1. Define and discuss the concept of Ẹdo language literature.
2. Identify and define genres in Ẹdo literary works.

Emadogua (Instruction material): PDF (summary of lesson note) hyperlinks, multimedia Videos etcetera on Google Classroom/WhatSap.

Language of Instruction: Ẹdo language and English

Ilele Orhiemaa kevbe Ọrrię ((Presentation Steps and Summary)

Owẹnokaro (Step 1): Omamwaemwi ghie gbe ọbokhian ne emọ, nana emwamwa ne iruẹmwi. Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye. (*Teachers provide a welcome message to students, outlining expectations and guidelines for respectful discussions. They refer students to the ELSIP on various platforms, defining concepts interactively. Teachers also provide interactive explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewannie kevbe igiemwi eso yaan Elitiekio ọghe Ẹdo *(Teachers explain and give some examples of literature genres via multimedia Videos thus):*

Elitiekio ọ re emwi ne a gbẹnnẹ koko kugbe zẹvbe enovẹli, Ekharha, Ikueta, kevbe ẹse. Elitiekio sẹtin ghe re 'ne a ta (Nata)' ra 'ne a gbẹn (Nagbẹn)'. Elitiekio Nata ọ re okha, Ekharha, kevbe Ikueta ne a ka sa unu ta nẹ, a ke doo gbẹn ọnrẹn ye otọ.

Ẹdo language literature comprises written (ne a gbẹn) and oral (ne a ta) or artistic works, encompassing poetry, prose, drama, folktales and songs. It is divided into oral and written literature, aiming to entertain and educate readers through creative texts.

Abọ eha kpataki ẹre a ghae elitiekio Ẹdo yi: Elitiekio Kẹkan, Elitiekio Aruẹvbosẹ kevbe Elitiekio Umaranmwẹ.

Ẹdo language literature categorized into three categories: fiction, nonfiction and folktales.

Elitiekio Kẹkan ọ re epiozi, iku-eta ra ekharha oghe emwi ni ma gele sunu, ta gbẹn orẹn ne a ya rie ewaen Ke vbe ibude ne omwa ne a ta ẹrẹ maa). Igiemwi: 'Owa ne a bọ'; and 'Ivin-eva.

F*iction (prose, drama or poetry) is a work of literature that is to teach moral and counsel. Examples include 'Owa ne a bọ'; and 'Atalakpa kevbe Ọfiontọ (Osemwegie-Ẹro & Asoro 2000).*

Elitiekio Aruẹvbosẹ ọ re Iyiama ọghe emwi nẹ ọ gele sunu vbe otọ Ẹdo vbe eghe no kpẹre ne a ghi do gha ta vbe Okha. Igiemwi ẹre eso ọ re Okha Izẹlogha; Iku-eta Ivin-Eva kevbe ekharha; Asoro).

Non-Fiction is a literature of recorded events in real life that happened in the past, which is used in today's Ẹdo Language Literature. Examples of Aruẹvbosẹ include Izẹlogha; Ivin-Eva and Asoro

Elitiekiọ Umaranmwẹọ re Okha, ihuan ra iku-eta ne ọ de kaan avbe aranmwẹ, Elitiekiọ ne aranmwẹ na mu ọkpa ọghe omwa nagbọn yo yiin unyimw ẹ ra ru vbene a ghẹẹ ọmwa. Aranmwẹ sẹtin guaan, bọ owa, mu ugbo ru emwi nibun ne omwa ru. Vbe Igiemwi: 'Atalakpa kevbe Ofiontọ'; (The Leopard and the Rabbit) 'Erhan vb'iri' (trees and ropes) kevbe 'Ohuẹ kevbe ekita' (The hunter and his dog).

Forktales *are works of literature which animals take on human characteristics and act as human beings. Examples of Epiozi Umaranmwẹinclude Atalakpa kevbe Ofiontọ';* ***Akpakomiza kevbe Ekita*** *(The Hyena and the Dog) and Ohuẹ kevbe ekita (The hunter and his dog*.

Owẹnogieha (Step 3) Inọta (Evaluation): The teacher asked the students to:

1. Ru ogbewnniẹ elitiekiọ kevbe abọ ẹre na: Ekharha kevbe Epiozi.

   Define Ẹdo language literature and its genres including poetry and prose.

2. Guan kaan alughaẹn ne ọ rhe ẹkpo :Elitiekiọ Kẹkan, 'Elitiekiọ Aruẹvbosẹ kevbe Elitiekiọ Umaranmwẹ

   Discuss the three distinct categories of Ẹdo language literature: fiction, nonfiction and falktales.

Week Three (3) Lesson Note for Experimental Group Treatment Package on **WhatsApp and Google Classroom (Period 2)**

Uhunmwu Iruẹmwi (Topic): Abọ Elitiekiọ Ẹdo (Ẹdo Literary Genres)

Ekilasi (class): J.S.S 2

Eghẹ (Duration): 24 hours/day

Evbakarẹẹn (Previous Knowledge): The students have already knows what stories, poems and dramas are.

Emadogua Iruẹmwi (Instructional Medium): ELSIP on Google Classroom/WhatSap.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of the lesson the student should be able to:

1. Define and discuss the concept of Ẹdo Poetry genre.
2. Define and discuss the concept of prose genres in Ẹdo literature.

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining concepts interactively. Teachers also provide interactive explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ (Ekharha kevbe epiozi) Elitiekiọ Ẹdo. (*Teachers explain poetry and prose and give some examples of these literature genres via multimedia Videos*) vbe nia:

Ekharha mwẹẹ urhu ihuan kevbe omwaa agbẹngbẹn ne a mobọ mwamwa ye ẹgba kevbe uvien ne ọ huọn iro agiẹngiẹn ọghe orhiẹnrhiẹn ra orhiara vbe unyimw ẹ ọmwa zevbe ama urhuẹvbo ne ọ loo. A vbe ghaa ẹre ye Ekharha Kẹkan, Ekharha Aruẹvbosẹ kevbe Ekharha Umaranmwẹ

(*Poetry* *is rhythmic and measured, often written in verses and evokes emotional responses through imaginative language. It can be divided into narrative and lyric subgenres. Ẹdo language poetry categories include 'Ekharha Kẹkan' (fictional), 'Ekharha Aruẹvbosẹ' (nonfiction) and 'Ekharha Umaranmwẹ' (folktales)*.

Epiozi ọ re okha na ye vbene a guan kẹkan taa ra gbẹnnẹ, ne a vbe ghaa ye ogha ọghe inwina kẹkan kevbe inwina aroẹvbose. A vbe ghaa epiozi ọghe Ẹdo ye Epiozi Kẹkan, 'Epiozi Aruẹvbosẹ kevbe Epiozi Umaranmwẹ.

(***Prose*** *is written text that aligns with conversation flow and can be classified into fiction and non-fiction works. Ẹdo language poetry categories include 'Ekharha Kẹkan' (fictional), 'Ekharha Aruẹvbosẹ' (nonfiction) and 'Ekharha Umaranmwẹ' (folktales).*

Evaluation

1. Define Ẹdo language literature and its genres including poetry and prose
2. Discuss the two distinct categories of Ẹdo language literature: 'Elitiekiọ Kẹkan' (fiction), 'Elitiekiọ Aruẹvbosẹ' (nonfiction) and 'Elitiekiọ Umaranmwẹ' (folktales)

Assignment

i) Explain what you understand by literature

ii) List and discuss four (4) elements of literature

Week four (4) Lesson Plan for Experimental Group Treatment Package on **WhatsApp and Google Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Poetry and poetic devices

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation guide
1st Period	Introduction to Ẹdo language Poetry. • Define Ẹdo language poetry • Cite the types in Ẹdo language poetry. • Read poems: - Ikolo. - Alẹlẹ - Esu	At the end of the lesson students should be able to define, list the types of Ẹdo poetry and read and/or recite the poems treated as examples.	Teacher defines and discusses the Ẹdo language poetry in a recorded video, citing the types and examples. He read-out loud to students.	Students participate in ELSIP through various platforms, accessing videos and reading without teachers' guidance. They can ask questions and respond to posted videos on their respective platforms.	A Portable Document Format and multimedia formats of the ELSIP instructional packages and other related resources as posted on each of the Google Classroomand WhatSap platforms.	• Define Ẹdo language poetry • Cite the types in Ẹdo language poetry. • Read prescribed poems They participate by responding via their respective platforms
2nd Period	Emadogua Ekharha (Poetry Decices). • Define some poetic devices in Ẹdo poetry.	At the end of the Lesson, students should be able to Define some Ẹdo poetic devices.	Teachers refer to the ELSIP on Google Classroom/WhatSap, defining and explaining the concept defining and discussing the Ẹdo poetry in a recorded audio-visual format.	Students with their ELSIP instructional package while paying attention, listening to teacher definition guidiance.	ELSIP instructional packages and other related resources on Ẹdo language literature as posted on each of the Google Classroomand WhatSap platforms..	• Discuss some of the poetic devices and elements as used in the read poetry.

Week four (4) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Introduction to Concepts in Ẹdo Poetry

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about poems and songs.

Emadogua Iruẹmwi (Instructional Medium): ELSIP on Google Classroom/WhatSap.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo language poetry
2. Cite the types in Ẹdo language poetry.
3. Read poems

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts interactively. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe nia: (*Teachers explain poetry elements and give some examples of these literature genres via multimedia Videos thus*):

In the Ẹdo language, poetry is a form of poetic writing with a rhythmic and measured approach. It is renowned for its ability to elicit strong emotional reactions because to its musical tone and creative, symbolic vocabulary. 'Ekharha Kẹkan' (fictional poetry), 'Ekharha Aruẹvbosẹ' (nonfiction poetry) and 'Ekharha Umaranmwe' (animated/cartoonized poetry) are the three categories that make up Ẹdo Poetry. These categories include subgenres and styles such ballads and epic stories.

Poems in Bini (Ikponmwosa Ọsẹmwegie, 1965), “Ekharha-Iku vbe Ẹdo” (Osemwegie-Ẹro, 2023) and are examples of poetry text used for the teaching of Literature in Secondary schools.

For the purpose of this lesson, the following poems are appreciated in some poetic devices below:

Poem 1: “**Ikolo**” (Osemwgie-Ẹro, 2023:29)	**Earth Worm**
A gha na iyẹn ikolo	If gossip the earth worm
Te amẹ miẹ ẹdẹ	the rain will dominate the day
Agbọn i hoẹmwẹ ikolo	the world do not tolerate earth worm
Nẹ i maa vbe ẹvbo	the bad ones in the community
A ya gie ikolo	Is used to describe the earth worm
Vbene ikolo ghọghọ ye amẹ	Same as the earth worm enjoy rain
Errio ọmwa ọkhọọ ye ne ẹvbo	so does the mischievious do

Poem 2: “**Alẹlẹ**” (Osemwgie-Ẹro, 2023:29)	**Alẹlẹ**
Alẹlẹ ne irri vbe oha	Alẹlẹ the rope in the bush
Ẹ i ye abọ ọkpa mu erhan	Don’t hold the tree with one branch
Ọ gha ke eran re	when it comes from tree
Ọ gha ke irri rre	when it comes from rope
Ọna ọ ya mu erhan	is how to hold a tree

Poem 3: **Esu**” (Osemwegie, 1965)	**Esu**
A i ka esu baa ọmwa esi	Esu is not counted as a good person
Ọmwa ẹwobi nọ	He is a dubious person

Osi ne ẹ i re ọghẹe ọ si	He worries over whats not his concern
Ghee ẹrhia ne akinọ	See the spoiler, the deciever
Akino-Esu i mu mwẹ	The deceit of Esu wont rope me
Ẹ i gbalọ mwẹ ekhọe	It will not tie my thoughts
Ne I ghẹ do sọtẹ ihẹn	That I may not rebel against a curse
Ra ne I ru emwi khọ ẹre.	Or do something that look like it
Ne esu gha ru ẹse na	Whoever Esu renders help
Eve ọ ya ghọghọ	Will celebrate in tears
Deghe ọ ma re igbinna	If it is not through a fight
Nọ ya lekhue ọghọ.	That he uses to forgive respect
Ibi-iba ọ rre ọre ẹko	His heart is full of mischief
Ne emwi-hia nọ ru	For everything he does
Asua ra, ẹmwẹ iwiẹko	Bad lucked or irritation
Ughughan vbe osuru.	Differences in a single instance
Gi a gbaẹn egbe ne emwadan	Lets avoid bad people
Ni ru emwi vbe ọre	That behave like him
Ne egbe-hia gha wua ozan	That the whole body may forbid criticism
Ne emwi-hia vba ọre.	That all things may meet him
Owa ọmwa olighi,	The house of a confusionist
Ẹ i fo vbe isusu.	He is never free from evil

Ighiku ra otighi	Division or disruptions
Ẹ i fo vbe owa esu.	Never end in the house of Esu

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define Ẹdo language poetry
2. Mention the types in Ẹdo language poetry.
3. Recite any of the poems

Week Four (4) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Introduction to Concepts of Ẹdo Poetry Elements

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about verses tones in poems and songs.

Emadogua Iruẹmwi (Instructional Medium): ELSIP on Google Classroom/WhatSap.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo poetry elements
2. Cite the types in Ẹdo poetry elements

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe nia: (*Teachers explain poetry elements and give some examples of these literature genres via multimedia Videos thus*):

Ekharha (Poetry)- has an overall central theme or idea within each poem

Ẹmwẹ Enọgbẹnbe (Authors' Biography): Ẹmwẹ enọgbẹnbe ọ re a ghẹn kaan edagbọn ọnrẹn, okha-ẹgbẹe ọre; Owebe ne ọ yo; evbe ọse ọre kevbe emwi kpatiki ni sunu da ẹre ighe ọmwa ne ọ ebe ne a tie.

A biography is a detailed account of a person's life, including their family history, education, friendships and defining life events.

Akporhiọn/Itaemwi (Imagery): Ọna ọ re madogua Ekharha ne a ya loo ẹvbo ama ne ọ rhie aro sẹ maa. Ọna ẹre ọ re amaze ihoi ne ẹmwẹ na a ye ẹvbo guanrẹn vbe Ekharha rhie maa.

Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. Images are the mental pictures the poet creates through language

Ẹgba (Stanza): Ẹgba ọre ẹbu uviẹn ne a mwamwa lele egbe zẹvbe ulamwẹ urhu ne ọ re abọ ọghe Ekharha. A ghaa Ẹgbe aro ughughan Emonositasi ne o mwẹẹ ẹgba ọkpa; Etaseti ne ọ mwẹẹ uviẹn eha vbe ẹgba, Ekuatirian ne mwẹẹ uviẹn enẹ vbe Ẹgba; Esipesiran, uviẹn igbe,,, ene ẹre a ya viọ ẹkpo ye urhu ọghe Ekharha

Stanza is a grouping of lines arranged in a recurrent pattern of metrical lengths and a rhyme sequence, creating a unit of poem. Stanzas can be categorized into Monostitch is a one stanza poem structure; Tercets, a three lines stanza; quatrains, four or six lines stanza. Spenserian, a ten syllables in poetry, used to break up the rhythm of a poem.

Uviẹn (lines): uvien ughughan ẹre a ghaa Ekharha yi zevbe ne urhu Ekharha la hẹ. A ye evbe uvien na ya ru ẹkpo, alughaẹn, ra niania iro ra tie ye afiworhie vbe urhu

Poetry is structured into distinct lines, frequently using metrical foot or rhyme patterns. These lines can be used to demarcate, contrast, or highlight ideas or to draw attention to tone shifts.

Arrọnny (Irony) Ọna ọ re Emadogua ọghe elitiekiọ ne ọ khaa ẹmwẹ ghee ihan ne ọ lughaẹn ne odun ẹmwe ne ọ gele khaa.

Irony is a literary device that contrasts anticipation and reality by contrasting what appears to signify with its exact meaning.

Emẹtafọ (Metaphor) Ọna ọ re emadogua ne ọ gie emwi ne ọ lughaẹn ne egbe zẹvbe emwi ọkpa vbene ẹ i na lo ‘oyevbe’ ra ‘vbene’.

Metaphor is a literary device that draws a comparison between seemingly unrelated things, without using words like "like" or "as."

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define Ẹdo poetry elements
2. Discuss five types of Ẹdo poetry elements

Week Five (5) Lesson Plan for Experimental Group Treatment Package on **WhatsApp and Google Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Prose and Elements of prose

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation Guide
1st Period	Introduction to Ẹdo language Prose. • Define Ẹdo language Prose • Cite the types in Ẹdo language Prose. • Read some Proses: - Atalakpa kevbe Ọfiọntọ - Akpakomiza kevbe Ekita - Owa ne A Bọ	At the end of the Lesson, students should be able to define, write the types of Ẹdo prose, read and enact the plots in the treated as prose works.	Teacher defines and discusses the Ẹdo language prose in a recorded video, citing the types and examples read-out loud to students. Teacher randomly assigns students into three study groups: Readers team, Writers' team and Oratory team, to read-out loud various Ẹdo language prose examples.	Students access the ELSIP at the wherever, listening and watching the posted videos by teacher reading. They participate in teams or individually without the physical teacher guidiance. They could ask or respond via their respective platforms	Utilizing WhatsApp's multimedia features, teachers share weekly prompts related to prose themes, encouraging students to respond in Ẹdo. This fosters written language skills and adds an auditory and visual dimension to the learning experience.	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose devices and elements used in the read proses, ensuring a comprehensive understanding of the various discussion groups involved.
2nd Period	Emadogua Epiozi (prose Elements). • Discuss the concepts of prose elements (authors, Plot, Chapter, Theme, Setting, Protagonists, Antagonists) in Ẹdo prose	At the end of the Lesson, students should be able • Student should be able to list the literatures used in junior secondary schools	Teachers refer to the ELSIP contents on Google Classroom/WhatSap, defining and explaining the concept interactively defining and discussing the Ẹdo language poetry in a recorded audio-visual format.	Students with their ELSIP, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature posted on each platform (Google Classroom/WhatSap).	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose elements ensuring a comprehensive understanding of the various discussion groups involved.

Week Five (5) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Ogbenwaniẹ ọghe Epiozi Ẹdo (Definition of Ẹdo Prose)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about different Ẹdo stories.

Emadogua Iruẹmwi (Instructional Medium): ELSIP on Google Classroom/WhatSap.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo language Prose
2. Cite the types in Ẹdo language Prose.
3. Read some prescribed Proses (Atalakpa kevbe Ọfiọntọ; Akpakomiza kevbe Ekita and Owa ne a bọ).

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe nia: (*Teachers define and explain the concepts of prose and give some examples of these literature genres via multimedia Videos thus*):

Prose, also known as Epiozi in the Ẹdo language, is a written text that aligns with conversation flow in sentence and paragraph form, unlike verses and stanzas in poetry.

Okha is a fundamental genre in Ẹdo literature, a form of written language that follows the natural flow of speech and is expressed in a straightforward and ordinary language.

It is the most typical style of writing employed by both fiction and non-fiction authors. It uses ordinary grammar and flows naturally, without any particular tempo or rhythm. Epiozi Kẹkan (fictional prose), epiozi Aruebose (nonfiction prose) and 'Epiozi Umaranmwe' (forktales) are the three categories under which Ẹdo prose falls. Good examples of Okha include Okha Atalakpa kevbe Ọfiọntọ (Leopard and the Rabbit) (Osemwegie-Ẹro) and Akpakomiza kevbe Ekita (Hyena and Dog). The following text were read and analised for the purpose of this study using various literary elements:

1. Atalakpa kevbe Ọfiọntọ (Osemwgie-Ẹro 2000)

Ẹdẹ ọkpa ghi rre vbe ohanmwẹ gbe Atalakpa, ọ ke gha gualọ evbare ne ọ gha re khian. Ọ ghi doo vbaa ọfiọntọ gha vbiẹ. Vbe ọ ghi khian muu ọfiọntọ ne iren rri ọre. Vbe awaọkpa nii, ọ na wa bẹghe vbe uzo wa gberra, ọ ke ghi sẹ ọfiọntọ nii rae. Ọ na suẹn gha khu uzo nii khian.

Ọ ghi zẹ khu uzo, obọ ọre maa vba ene Uzo, Ọ na dolo gha dee ako ne ọfiọntọ na vbiẹ. Ugbẹn vbe ọ ghi dinna evba, ọ maa ghi vba ọfiọntọ vbe evba. Ohanmwẹ keghi kakabo gbe ẹre vbe ẹdẹ rrio.

Ẹ re ọ ghi na ta ẹre wẹẹ: “Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ. A ra wẹ I maa khu uzo nii, ọfiọntọ nii ghẹ fe fua" “Wa gi emwi ne ima mwee gha von ima eko".

A day came when the leopard was hungry; he was searching for what to eat. He eventually found a sleeping rabbit. As he was about to catch the rabbit and eat it, he saw an antelope passing. He left the rabbit and chased after the antelope.

After a long chase, he could not catch the antelope. He then want back to where the sleeping rabbit were. When he got there, the rabbit was done. He got really hungery that day.

He then said ‘this saerves him right. I was supposed to be contempted with with the rabbit. If I had not ran after the antelope, I would not have lost the rabbit. Lets be satisfied with what we have”,

2. Epiozi Akpakomiza kevbe Ekita (Osemwgie-Ẹro, 2000)

Edẹ okpa ghi rre, Akpakomiza keghi nọọ Ekita wẹẹ,"De emwi ne ọ sii erẹ ne ima na guí serrio? Emwi hia erẹ ima ya khọ egbe. Te ima yevbe otẹn, sokpan alughaẹn negbe ne ima mwẹẹ, ọ re ne uwẹ ne ekita na rree owa, vbene imẹ ne Akpakomiza ke ghi rre oha. Vbene ọ khọn mwẹ ẹre I khian vbe oha. Ọmwa rhọkpa ẹ i gie mwẹ uhunmwu, ra ne ọmwa gha ya uwenrrieṇ gbe mwẹ vbene a gbee ewe, I i vbe khẹẹ owa ne ọmwa rhọkpa vbene uwe ru. A i ya mwẹ gualọ oha ne i ya gbe aranmwe ne omwaikeomwa. Sẹẹ ehia, ugboloko kekan ẹre emwa vio nue vbe emiowo ne uwe ne Ekita kue gbe ne omwa nagbọn"

Vbene Akpakomiza te talọ ena hia, Ekita ke ghi fẹko wa hunwan gha ghee erẹ. Ọ ke ghi vbe rhie ẹmwẹ okiekie ne Akpakomiza tae maa ren wee: "Se emwi ne u ru ne emwa nagbọn rae, ne u lele mwẹ gha rrie oha".

Ekita ke gele lele ere kpa gha rrie oha. Ugbẹn vbe iran ghi dinna uwu oha Akpakmiza ke ghi gbee Ekita re. “Ne a hiẹ, a muu ru”

One day, the hyena asked the dog, “why do we resemble so much? We are alike in everything we do. We are like brothers, but the only difference between us is that you the dog leaves in the house while I, the hyena leaves in the bush.Nobody sends me on errands or beats me with the cane lke a goat. I do not also guide anybody’s house like you do. I am not used to search for animal in the bush by anybody. Above all, the human only feed you with ordinary bones from the animals you kill for him.

While the Hyana was saying all this, the Dog was quiet paying attention to the Hyana. He agreed with the last comment of the Hyanan “ leave humans and folloe me to the bush”.

The Dog then left man and followed the Hyana to the bush. But when they got to the bush, the Hyana kiiled the Dog and ate him up. “That deceived is cheated”

3. Owa Ne A Bọ (Ọsẹmwegie-Ẹro, O. J. 2000)

Vbe ẹghẹ ọkpa ne ọ gberraa, ikpia eha nii rẹẹn vbene a bọ owa hẹ ke gha rrọọ. Iran na gha muaa ẹmwẹ ye emadogua ne a ya bọ owa.	Sometime past, there were three men who are expert builders. They had an argument on building materials.
Okpa wẹẹ, okuta (ugbe), ẹre a ya bọ owa. Nogieva wẹẹ "erhan, a ya bọ owa." Nogieha wẹẹ, "irri, a ya bọ owa".	One said, rocks (stones) are the main material, used for building. The second man argued that “woods are most used in building”. The third builder argued that ropes are mostly used in building.
Iran ghi zẹ mua ẹmwẹ na, owinna ovbehe ne ọ bọ owa keghi rre. Iran na talo imuaemwẹ na irẹn ye maa rẹn. Owinna ni ke ghi tamaa iran wẹẹ:	While they were still arguing, another professional builder came. They narrated their argument to him. The professional then told them that:
"Ẹmwata ẹre uwa hia tare. Sokpan wa maa ye talo ehia fo". Iran na ghi nọ ọnrẹn wẹẹ: "De emwi ne ọ ghi kẹẹ? Ọ na wẹẹ: a ya ebabo bọ owa, a ya ekpamakun deba ematọn kaan owa. A vbe ya emaha bọ rriẹ owa. A ye ohunhun bo owa,"	“You are all correct. But you have not exhausted the list” they then asked him “which are the remaining”? he said, bamboo are used for building, zinc are used for roofing.
"Orhiọnkpa i rẹẹn emwi fo"	“ No single person knows it all”

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define Ẹdo language Prose
2. Cite three types in Ẹdo language Prose.
3. Read one of the prescribed Proses (Atalakpa kevbe Ọfiọntọ; Akpakomiza kevbe Ekita and Owa ne a bọ).

Week Five (5) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Introduction to Concepts of Ẹdo Prose Elements

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo poetry elements
2. Cite the types in Ẹdo poetry elements

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe nia: (*Teachers explain poetry elements and give some examples of these literature genres via multimedia Videos thus*):

Te emadogua ọghe epiozi rhie iyobọ baa inwina ne okha, ye ẹre mu onyọnyọ, aro-odinmwi kevbe agiẹngiẹn. Iran ru iyobọ, rhie odun, agiẹngiẹn kevbe okpọta ma, ne ọmwa tiere ra họn ene okha rẹẹn iruẹmwi ni rre ọ dinmwi. Emadogua Ekharha rhie imose kevbe ona arre ni rre Ekharha Ẹdo ladian ẹsẹse. Enoveli mwẹẹ emadogua ne ọ kaan epiozi ra okha debaa Egbe, Emwamwa okha,Emwokha, okha kẹkan, Odun, Oghaiyẹn, Ehe, ọmwomaa, ọmwadan, kevbe Enọgbẹnbe.

Literary Devices associated with prose or novels include chapter, plot, character, fiction, theme, dialogue, setting, protagonist, antagonist, biography. Novels are extended fictional narratives dealing with realistic events. Fiction consists of eight elements: plot, structure, characterization, theme, setting, point of view and style.

Emwamwa (Epiḷọti) epiozi (Plot)**:** Emwamwa epiozi ra okha ọ re uro ne a lele gbẹnnẹ ra ta okha. Ọsegbe-ọsegbe ne a ta okha la ọ re epiḷọti.

The plot of a story is a purposeful, connected series of events that represents characters, settings and events in a causal and temporal order.

Ẹgba (Chapter): Ẹgba ọ re abọ ne a ye ẹkpotọ ghaa okha ye ọsegbe-ọsegbe; eke ne ayuhunmwu ọgbọn ovbehe ke suẹn. Irẹn ọ rhie ola ye okha ne a ta ra gbẹnnẹ.

A chapter is a segment of a work that ends with a page break or additional space and is followed by a new numbered or new titled chapter. The act of reading has a rhythm because of them.

Odun/Evbaruẹre (Theme): Ọna ọ re iruẹmwi ne okha rhiere maa ne a rue zẹvbe odun ne ọgbebe hoo. Odun ọ re uhunmwu kevbe iruẹmwi ne ọgbebe la okha rhie maa. A sẹtin gha rre ọyuhunmwu, eni emwokhaa, eke ne okha ginnarẹn , oghaiyẹn ra emwamwa kevbe akokugbe ọghe eso vbọ.

The central idea or deeper meaning that a writer focuses on in a book, short story, or other literary work is known as a literary theme. A story's topic can be expressed through characters, setting, dialogue, plot, or a combination of these factors.

Umaranmwẹ (fables) Ena ọ re okha giẹghiẹ ne a ya maa emọ emwi, o mobọ loo aranmwẹ zevbe ọmwa na agbọn. Okha umaranmwẹ i mobọ re okha-ẹmwata

Fables are short, didactic stories with animal characters personified as human beings. Fables are short fictional stories with moral lessons, often featuring humanized animals, objects, or nature parts.

Eke (Setting) ọre ehe ra ẹvbe kevbe ẹghẹ ne okha na ya sunu

Setting refers to the locality where the actions took place and the period the events lasted.

Emwokha (Characters) ọre emwa, aranmwẹ, erha ra irri kevbe emwi ughughan ni guan rue mw ke emwi vbe uvịẹn emwamwa okha. Okha sẹtin gha mwẹẹ ọmwokha ne ọmuẹzọ ra ne ọsiẹzọ ne ọ si olighi. Okha eso mwẹẹ emwokha nibun ni guan kugbe vbene ọkpa na re ọsiẹzọ.

A character is a person, animal, being, creature, or thing in a story that performs actions and dialogue, moving the story along a plot line. A story can have only one protagonist, causing conflict within them or with natural elements. Most stories have multiple characters interacting, with one acting as the antagonist.

Ọmuẹzọ (Protagonists) ọ re ọmwokha kpataki ne ọ ru emwi kpataki sẹẹ, ne ẹnina ẹnrẹn ra ne ọ khọnrẹn sẹẹ vbe okha. Iran ọ vbe re udu ẹnina vbe uwu okha ne ẹ i lọghọ ne a a rherhe rẹẹn vbe okha.

Protagonists are the major or principal characters in a play or story. The protagonist is the character driving the action, whose fate is crucial and is central to the plot or conflict of a story. They are also the emotional heart of the narrative and their identity is often easily identifiable.

Ọsiẹzọ (Antagonists) ọ re ọmwokha ne ọ si olighi ne ọmuẹzọ mu vbe okha. Ọmwokha ne ọsiẹzọ, si igbodan ra igbinna ne ọmwokha ne ọmuẹzu mu.

Antagonists are characters created as rivals to the protagonist. An antagonist in literature is the opposing force the protagonist faces.

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define Ẹdo prose elements
2. Discuss five types of Ẹdo prose elements.

Week Six (6) Lesson Plan for Experimental Group Treatment Package on **WhatsApp and Google Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Prose and Elements of prose

Ekilasi (Class): J.S.S 2

Ẹghẹ (Time/Duration): 24 hours/day

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation guide
1st Period	Ezanzan Ekharha (Poetry Analysis). • Ẹdo Prose Analysis	At the end of the Period, students should be able to: • Use some poetic element in Ẹdo literary analysis.	Teachers refer to the ELSIP contents on Google Classroom/WhatSap, defining and explaining the concept, defining and discussing the Ẹdo language poetry element in a recorded audio-visual format.	Students with their ELSIP instructional package while paying attention, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature as posted on each of the Google Classroomand WhatSap platforms.	• Discuss some of the poetic devices and elements as used in the read poetry • Assess the poetic structure and organization focusing on Ẹgba (stanzas) and Uvieṇ (lines).
2nd Period	Ezanzan Epiozi (Prose analysis). • use of prose elements (like authors, Plot, Chapter, Theme, Setting, Protagonists, Antagonists) in Ẹdo prose	At the end of the Period, students should be able • Student should be able to list the literatures used in junior secondary schools.	Teachers refer to the ELSIP contents on Google Classroom/WhatSap, defining and explaining the concept interactively defining and discussing the Ẹdo language poetry in a recorded audio-visual format.	Students with their ELSIP, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature as posted on each of the Google Classroomand WhatSap platforms.	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose devices and elements used in the read proses, ensuring a comprehensive understanding of the various discussion groups involved.

Week Six (6) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Ẹdo Poetry Analysis

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo poetry analysis
2. Cite types elements in Ẹdo poetry

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe nia: (*Teachers explain poetry elements and give some examples of these literature genres via multimedia Videos thus*):

Poetic Elements, such as Enọgbẹnbe (authors' Biography), Akporhiọn (imagery), irony, metaphor, prose, simile and symbols, are used to convey the implied meaning, feeling and weight of a word, as well as to create mental pictures in the minds of readers.

Enọgbẹnbe (authors' Biography): of treated in this class is:

1. Chief Osayọmwabọ Osemwegie Ẹro, the author of the poem 1 and 2, is a renowned author from the Ẹro family of Urubi, Benin City. He holds a BA (Hons) Linguistics and Ẹdo Language from UNIBEN and a Master's degree in Language Art and Communication from Faculty of Education-Uniben and has published numerous academic and literary books in English and Ẹdo Languages.
2. Ikponmwosa Ọsẹmwegie, the author of the poem 3, was born in 1936 in Benin City, was a renowned writer and researcher in Ẹdo history, language and culture. He attended his primary and secondary schools in Benin City and worked as a junior officer with the Benin Divisional Council from 1956 to 1958. After his resignation, he wrote four historical and two philosophical Ẹdo plays and published his first poems book with Macmillan of London in 1965. He founded Amazẹvbuomwan, the first and only play house in Benin City, in 1961. Ikponmwosa worked at the University of Lagos and the College of Education Benin City, where he worked as a Senior Staff member and part-time Lecturer. He has written numerous plays, poems and textbooks for primary schools and universities.

Ẹgba (Stanza): Ẹgba (Stanza): Stanzas can be categorized into monostich, tercet, quatrains, Octave and others. Tercets have three lines, quatrains have four or six lines. Spenserian stanzas have ten syllables and a concluding line in iambic hexameter. Monostitch is a one stanza poem structure in poetry, used to break up the rhythm of a poem. An example of Monostitch is 1, "Ikolo" and poem 2 "Alẹlẹ," which replicates the versatility of monostitch in Ẹdo poetry. While poem 3 “Esu” is a quatrain, a four-line poem verse, forming the six stanzas.

Uvịẹn (lines): Poems are sometimes divided into verses or stanzas that are named for the number of lines they contain. The number of lines, syllables and rhyme scheme all affect the poem's structure. Poems 1 and 2 each feature one stanza with seven lines, six lines in poem 2 and twenty-four lines in poem 3, with four lines in each of the six stanzas.

Irony is a literary device that contrasts anticipation and reality by contrasting what appears to signify with its exact meaning. Example of this is also found in poem 3, “Esu” (Line two, stanza three) “…Eve ọ ya ghọghọ…” (he celebrates in tears).

Akporhiọn/Itaemwi (Imagery): Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. In poem 1, the comparison of Ikolo with ọmwa ọkhọọ may create an image that likens worms to evil. In the same token, poem 2, Esu is metaphorically equated with the image of mishaps (olighi, otighi and isusu).

Emẹtafọ (Metaphor) is a literary device that draws a comparison between seemingly unrelated things, without using words like "like" or "as." Example of this is found in Poem 3, “Esu” (Line two, in stanza five)

“…Ni ru emwi vbe ọre…”

(Those who do things like her);

In poem 1, “Ikolo”, (line 5 and 6)

…Vbene ikolo ghọghọ ye amẹ

Errio ọmwa ọkhọọ ye ne ẹvbo… (same as the earthworm is happy for water, so are the mischievous people do)

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

How do Ẹdo poets use poetic devices such as Enọgbẹnbe, Akporhiọn, irony, metaphor, prose, simile and symbols to convey meaning and evoke emotions?`

Assignment:

1. How can you assess the poetic structure and organization of Ẹdo poems, focusing on the concept of Ẹgba (stanzas) and Uvieṇ (lines) and their contribution to the overall composition?
2. What is the historical background and influence on Ẹdo cultural preservation of literary authors like Chief Osayomwabọ Ọsẹmwegie-Ẹro and Ikponmwosa Ọsẹmwegie?

Week Six (6) Lesson Note for Experimental Group Treatment Package on WhatsApp and Google Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Ezanzan Epiozi (Prose Analysis)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 24 hours/day

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo prose elements
2. Analyse Ẹdo some Prose

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu emidia ne iran ye.

(*He refers students to the ELSIP on various platforms, defining the concepts. Teachers provide theses explanations through Google Classroom/WhatSap*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan emadogua ọghe ezanzan epiozi vbe nia: (*Teachers explain poetry elements and give some examples of these literature genres via multimedia Videos thus*):

Ezanzan epiozi Ẹdo (Appreciation of Ẹdo prose)

Eso vbe emadogua ne a zanzan ru ogbenwaniẹ ye okha daba Enọgbẹnbe, Ẹgbe, Emwamwa Epiozi, Odun/Evbaruẹre, Umaranmwẹ, Eke, Ọmuẹzọ, Ọsiẹzọ.

Some Literary terms that are associated with prose or novel includes biography, chapter, plot, character, fiction, theme, dialogue, setting, protagonist and antagonist.

The following are some literary devices used in Ẹdo language literary appreciation include:

Okha-Enọgbẹnbe: Ọmwa ne ọ gbẹnnẹ okha ne a tiere vbe iruẹmwi na ọ re Ọkhaẹmwẹ Osayomwabọ Osemwegie Ẹro, ọgbẹnbe ne a rẹẹnrẹn, ne ọ ke ẹgbẹe Ẹro ne Urubi vbe Orẹdo rre. O yo owebe nọyosẹ ne a tie ẹre UNIBEN, evba ẹre ọ ruẹ, dia vbene a gbẹn, tie Ẹdo hẹ. Ẹro ghaa re ọmamwaemwi vbe Owebe-omamwaemwi ne ọ rre Ekiadọlọ vbe Orẹdo. Ọ gbẹnnẹ avbe ebe deba ọghe elikiekiọ nibun.

Authors' Biography: The author of the stories treated in this class is Chief Osayomwabọ Osemwegie Ẹro, a renowned author from the Ẹro family of Urubi, Benin City. He holds a BA (Hons) Linguistics and Ẹdo Language from UNIBEN and a Master's Degree in Language Art and Communication from UNIBEN. Ẹro taught Ẹdo language and literature at the Language Department in the College of Education, Ẹkiadọlọ Benin Cityand has published numerous academic and literary books in English and Ẹdo Languages.

Emwamwa Epiozi: Emwamwa ọghe okha ọ re uro ne Ọgbẹnbe zẹ gbẹn okha lele ọsegbọsegbe ne emwi kpataki ya sunu vbe okha. emwamwa ọghe okha ne a tiere vbe iruẹmwi na ena khin:

Plot: The plot of a story is a purposeful, connected series of events that represents characters, settings and events in a causal and temporal order. The plots for the prose texts above are thus:

1. Atalakpa kevbe Ọfiọntọ (Leopard and Rabbit)

Atalakpa ne ohanmwẹ keghi miẹ ofiọto ne ọ vbie. Ugbẹn vbe ọ khain rri ọre, ọ kevbe bẹghe Uzo gberha khian. O na sẹ ofiọnto haẹ, zẹ ene Uzo khụ. Nọbalọ vbọ, obọ ẹre me vbaa ene Uzo. O keghi hoo ne ọ rri ọfiontọ ne ọ se hae vbe ohanmwẹ ghi zẹ gbe ẹre. Sokpan ọ ma ghi mie nene ofiọnto. Ọ ke kakabọ da ẹre ighe arovbẹmwẹ ne rhain ẹre.

A hungry Leopard found a sleeping rabbit. He was going to eat it when he noticed an antelope pass by. The rabbit was left to pursue the antelope. Unfortunately, he was unable to capture the antelope. He resolved to return for the rabbit after becoming fatigued and hungry, but he did not find it where he had left it. He regrets his dissatisfaction, which resulted in his utter loss.

2. Akpakomiza kevbe Ekita (Hyana and Dog)

Akpakomiza keghi tama Ekita vben iran kho egbe hẹ sokpan owa ekita dia. Ighe irẹn mwẹ ẹwẹ oobọ, deba wẹẹ omwa i gie irẹn uhunmwu yo-rre. Ekita keghi kue ye ẹmwẹ ọnrẹn lele ẹre laa oha. Iran ghi dinna otọ oha, Akpakomiza nag be ekita re.

The Hyena explains that the dog and Hyena are similar, but the dog stays in the house. The Hyena, on the other hand, moves freely in the forest without being beaten or sent on errands. The dog agrees to follow Hyena to the forest, but when they reach the forest, the Hyena kills and eats the dog.

2. Owa Ne A Bọ (Building a House)

Owinna ne Ọbowa eha ke gha muamwẹ ye ẹmwẹ emadogua ne a ya bọlọ owa. Ọkpa we okuta, nọ, nọkpa we erhan nọ; nogieha we irri ẹre a bọlọ owa. Ọbowa ọvbehe ghi dinna evba, ọ na we iran hia tamu sokpan iran ma he talọ ẹre fo rhunmwuda orhioṇkpa I ṛẹẹn ọnrẹn fo.

Three builders debated house construction materials, with one claiming rock and the other wood. The third person mentioned a rope-made house. An experienced builder arrived, addressing the problem. The knowledgeable builder informed them that they had used all the materials on the list, but more needed to be added.

Ẹgbe (chapter) ọ re abọ ughughan ne a ye ẹkpo kevbe ipapa ebe ghae. Ulaba ra ayuhnmwu ọgbọn ẹre ọlele ẹgbe. Okhaeha ne a tiere keghi re okha ẹgbe ughughan vbe uwu ebe ọkpa ne a ye Ulaba ghaẹ

A chapter is a segment of a work that ends with a page break or additional space and is followed by a new numbered or new titled chapter. The three short stories we read above are chapter in the same book of short stories separated by numbering.

Odun Iruẹmwi/Evbaruẹre (Theme**)**

Iruẹmwi kpataki ra odin odun ne ogbẹnbe muaro daa, gbẹn nya vbe ebe, okha kevbe iwinna elitiekiọ ughughan ẹre a tie ẹre Odun-iruẹmwi ne a ruẹre vbe ene okha. Enikotọ na ọre Odun Iruẹmwi ra Evbaruẹre vbe okha ne a tiere gberha usin:

The central idea or deeper meaning that a writer focuses on in a book, short story, or other literary work is known as a literary theme. The following are the themes of the 3 short stories above:

1. Atalakpa kevbe Ọfiọntọ: **Isokẹn** (contentment) “gi emwi ne ima mwẹẹ gha vuọn ima eko" (by contented with your possession).

2. Akpakomiza kevbe Ekita: **Ẹṛẹṛẹ** (Deception) ‘Ne ọ rẹrẹ ẹre ọ rhẹrhẹ omwa sẹẹ (the deceiver pampers you the most)

3. Owa Ne A Bọ**: A i rẹẹn foo** (no one is truly self-sufficient).

Umaranmwẹ (fables): Ọna ọ re okha ne ọkanmwa ne a ma emọ emwi, ọ loo aranmwẹ ye ihe omwanagbọn. Akpakomiza kevbe Ekita kevbe Atalakpa kevbe Ọfiọntọ ọre igiemwi eso vbe aro okha ne aranmwẹ na ru vbe ọmwanagbọn.

Fables are short, didactic stories with animal characters personified as human beings. “Akpakomiza kevbe Ekita” and “Atalakpa kevbe Ọfiọntọ” are examples of Umaranmwẹ where Animal characters are imagined as humans.

Eke (Setting)

Eke ọ re ẹghẹ ne okha lare kevbe ehe ne okha na sunu. Ẹvbo ne a zẹ kevbe ehe ne avbe okha ima tiere dekaan ọre Ẹdo ne okpevbo.

Setting refers to the locality where the actions took place and the period the events lasted. The linguistic setting of the above stories is derived from the Ẹdo kingdom's ideology and culture.

Ọmuẹzọ (Protagonists) ọ re ọmwokha ọ ru emwi kpataki sẹẹ, ne ẹnina ẹnrẹn ra ne ọ khọnrẹn sẹẹ vbe okha. Iran ọ vbe re udu ẹnina vbe uwu okha ne ẹ i lọghọ ne a a rherhe rẹẹn vbe okha.

Protagonists are the major or principal characters in a play or story. The principal characters in the stories told above are Atalakpa and Akpakomiza.

Ọsiẹzọ Ọsiẹzọ (Antagonists) ọ re ọmwokha ne ọ si olighi ne ọmuẹzọ mu vbe okha. Ọmwokha ne ọsiẹzọ, si igbodan ra igbinna ne ọmwokha ne ọmuẹzu mu. Atalakpa and, Akpakomizaọ re ọsiẹzo vbe okha 1 kevbe okha 2 ne ima da tie na.

Antagonists are characters created as rivals to the protagonist. An antagonist in literature is the opposing force the protagonist faces. Atalakpa and Akpakomiza are the antagonist in the stories we just read.

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define five Ẹdo prose elements
2. Analyse two Ẹdo Prose

APPENDIX F

LESSON PLAN AND LESSON NOTES FOR CONTROL GROUP

Week three (3) Lesson Plan for Control Group Treatment Package on Conventional Classroom

Uhunmwu Iruẹmwi (Topic): Introduction to Ẹdo literature

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 80 Minutes (40 minutes per Period)

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation guide
1st Period	Introduction to Ẹdo language literature. • Meanings of Ẹdo language literature	At the end of the unit, students should be able to discuss what Ẹdo language literature is about.	Teachers welcome students on various classroom, outlining expectations and guidelines for respectful discussions and referring them to the Printed copy of ELSIP.	Students are to interact by asking or responding to the teachers' questions via their assigned platforms	The Printed copy of ELSIP instructional packages and other related resources for students to peruse.	Define and discuss the concept of Ẹdo language literature.
2nd Period	Introduction to Ẹdo literary genres. • Define genre of literature. • The three basic literary genres in Ẹdo literature.	At the end of the lessonshould be able to identify and define some genres in Ẹdo literary works.	Teachers refer students to the page in the Printed copy of ELSIP, defining and explaining the concept interactively	Students sit with their ELSIP instructional package while paying attention, asking and responding to the teachers' questions.	The Printed copy of ELSIP instructional packages and other related resources for students to peruse.	Identify and define genres in Ẹdo literary works

Week Three (3) Lesson Note for Control Group Treatment Package on **Conventional Classroom (Period 1)**

Uhunmwu Iruẹmwi (Topic): Ogbenwaniẹ Elitiekiọ Ẹdo (Introduction to Ẹdo literature)

Ekilasi (Class): J.S.S 2

Eghẹ (Duration): 40 minutes

Evbakarẹẹn (previous knowledge): The student has known about writing and telling stories.

Evbahonaruẹ (Objective): At the end of the lesson the student should be able to:

1. Define and discuss the concept of Ẹdo language literature.
2. Identify and define genres in Ẹdo literary works.

Emadogua (Instructional material): Printed copy of ELSIP.

Language of Instruction: Ẹdo language and English

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Omamwaemwi ghie gbe ọbokhian ne emọ, nana emwamwa ne iruẹmwi. Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ gu iran. (*Teachers provide a welcome message to students, outlining expectations and guidelines for respectful discussions. They refer students to the defining concepts and explanations using their Printed copy of the ELSIP*).

Owẹnogieva (Step 2): Etisa ghi ru ogbewanniẹ kevbe igiemwi eso yaan Elitiekiọ ọghe Ẹdo vbe ekilasi *(Teachers explain and give some examples of literature genres using printed media thus):*

Elitiekiọ ọ re emwi ne a gbẹnnẹ koko kugbe zẹvbe enovẹli, Ekharha, Ikueta, kevbe ẹse. Elitiekiọ sẹtin ghe re ‘ne a ta (Nata)’ ra ‘ne a gbẹn (Nagbẹn)’. Elitiekiọ Nata ọ re okha, Ekharha, kevbe Ikueta ne a ka sa unu ta nẹ, a ke doo gbẹn ọnrẹn ye otọ.

Ẹdo language literature comprises written (ne a gbẹn) and oral (ne a ta) or artistic works, encompassing poetry, prose, drama, folktales and songs. It is divided into oral and written literature, aiming to entertain and educate readers through creative texts.

Abọ eha kpataki ẹre a ghae elitiekiọ Ẹdo yi: Elitiekiọ Kẹkan, Elitiekiọ Aruẹvbosẹ kevbe Elitiekiọ Umaranmwẹ.

Ẹdo language literature categorized into three categories: fiction, nonfiction and animated/cartooned.

Elitiekiọ Kẹkan ọ re epiozi, iku-eta ra ekharha oghe emwi ni ma gele sunu, ta gbẹn orẹn ne a ya rie ewaen Ke vbe ibude ne omwa ne a ta ẹrẹ maa). Igiemwi: ‘Owa ne a bọ’; and ‘Ivin-eva.

***F**iction (prose, drama or poetry) is a work of literature that is to teach moral and counsel. Examples include ‘Owa ne a bọ’; and ‘Atalakpa kevbe Ọfiontọ (Ọsẹmwegie-Ẹro & Asoro 2000).*

Elitiekiọ Aruẹvbosẹ ọ re Iyiama ọghe emwi nẹ ọ gele sunu vbe otọ Ẹdo vbe eghe no kpẹre ne a ghi do gha ta vbe Okha. Igiemwi ẹre eso ọ re Okha Izẹlogha; Iku-eta Ivin-Eva kevbe ekharha; Asoro).

Non-Fiction is a literature of recorded events in real life that happened in the past, which is used in today's Ẹdo Language Literature. Examples of Aruẹvbosẹ include Izẹlogha; Ivin-Eva and Asoro

Elitiekiọ Umaranmwẹọ re Okha, ihuan ra iku-eta ne ọ de kaan avbe aranmwẹ, Elitiekiọ ne aranmwẹ na mu ọkpa ọghe omwa nagbọn yo yiin unyimw ẹ ra ru vbene a ghẹẹ ọmwa.

Aranmwẹ sẹtin guaan, bọ owa, mu ugbo ru emwi nibun ne omwa ru. Vbe Igiemwi: ‘Atalakpa kevbe Ofiontọ’; (The Leopard and the Rabbit) ‘Erhan vb’iri’ (trees and ropes) kevbe ‘Ohuẹ kevbe ekita’ (The hunter and his dog).

Forktales *are works of literature which animals take on human characteristics and act as human beings. Examples of Epiozi Umaranmwẹinclude Atalakpa kevbe Ofiontọ’;* ***Akpakomiza kevbe Ekita*** *(The Hyena and the Dog) and Ohuẹ kevbe ekita (The hunter and his dog*.

Owẹnogieha (Step 3) Inọta (Evaluation): The teacher asked the students to:

1. Ru ogbewnniẹ elitiekiọ kevbe abọ ẹre na Ekharha kevbe Epiozi.

   Define Ẹdo language literature and its genres including poetry and prose.

2. Guan kaan alughaẹn ne ọ rhe ẹkpo :Elitiekiọ Kẹkan, 'Elitiekiọ Aruẹvbosẹ kevbe Elitiekiọ Umaranmwẹ

   Discuss the three distinct categories of Ẹdo language literature: fiction, nonfiction and falktales.

Week Three (3) Lesson Note for Control Group Treatment Package on **Conventional Classroom (Period 2)**

Uhunmwu Iruẹmwi (Topic): Abọ Elitiekiọ Ẹdo (Ẹdo Literary Genres)

Ekilasi (class): J.S.S 2

Eghẹ (Duration): 40 minutes

Evbakarẹẹn (Previous Knowledge): The students have already knows what stories, poems and dramas are.

Emadogua Iruẹmwi (Instructional Medium): Printed copy of ELSIP.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of the lesson the student should be able to:

3. Define and discuss the concept of Ẹdo Poetry genre.
4. Define and discuss the concept of prose genres in Ẹdo literature.

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Omamwaemwi ghie gbe ọbokhian ne emọ, nana emwamwa ne iruẹmwi. Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ gu iran. (*Teachers provide a welcome message to students, outlining expectations and guidelines for respectful discussions. They refer students to the defining concepts and explanations using their Printed copy of the ELSIP*).

Owẹnogieva (Step 2): Etisa ghi ru ogbewanniẹ kevbe igiemwi eso yaan Abọ (Ekharha kevbe epiozi) Elitiekiọ Ẹdo vbenia: (*Teachers explain poetry and prose and give some examples of these literature genres in the classroom thus*):

Ekharha mwẹẹ urhu ihuan kevbe omwaa agbẹngbẹn ne a mobọ mwamwa ye ẹgba kevbe uviẹn ne ọ huọn iro agiẹngiẹn ọghe orhiẹnrhiẹn ra orhiara vbe unyimw ẹ ọmwa zevbe ama urhuẹvbo ne ọ loo. A vbe ghaa ẹre ye Ekharha Kẹkan, Ekharha Aruẹvbosẹ kevbe Ekharha Umaranmwẹ

(*Poetry* *is rhythmic and measured, often written in verses and evokes emotional responses through imaginative language. It can be divided into narrative and lyric subgenres. Ẹdo language poetry categories include 'Ekharha Kẹkan' (fictional), 'Ekharha Aruẹvbosẹ' (nonfiction) and 'Ekharha Umaranmwẹ' folktales)*.

Epiozi ọ re okha na ye vbene a guan kẹkan taa ra gbẹnnẹ, ne a vbe ghaa ye ogha ọghe inwina kẹkan kevbe inwina aroẹvbose. A vbe ghaa epiozi ọghe Ẹdo ye Epiozi Kẹkan, 'Epiozi Aruẹvbosẹ kevbe Epiozi Umaranmwẹ.

(***Prose*** *is written text that aligns with conversation flow and can be classified into fiction and non-fiction works. Ẹdo language poetry categories include 'Ekharha Kẹkan' (fictional), 'Ekharha Aruẹvbosẹ' (nonfiction) and 'Ekharha Umaranmwẹ' folktales*).

Evaluation

1. Define Ẹdo language literature and its genres including poetry and prose
2. Discuss the two distinct categories of Ẹdo language literature: 'Elitiekiọ Kẹkan' (fiction), 'Elitiekiọ Aruẹvbosẹ' (nonfiction) and 'Elitiekiọ Umaranmwẹ' folktales

Assignment

i) Explain what you understand by literature

ii) List and discuss four (4) elements of literature

Week four (4) Lesson Plan for Control Group Treatment Package on **Conventional Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Poetry and poetic devices

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 80 minutes (40 Minutes per Lesson)

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation guide
1st Period	Introduction to Ẹdo language Poetry. • Define Ẹdo language poetry • Cite the types in Ẹdo language poetry. • Read poems: - Ikolo. - Alẹlẹ - Esu	At the end of the Lesson, students should be able to define, list the types of Ẹdo poetry and read and/or recite the poems treated as examples.	Teacher defines and discusses the Ẹdo language poetry in the classroom, citing the types and examples that were be read-out loud to students.	Students participate in ELSIP through their various copies with the teachers' guidance. They can ask questions and get respond immediately from the teacher.	ELSIP instructional packages and other related resources as were distributed to students	• Define Ẹdo language poetry • Cite the types in Ẹdo language poetry. • Read prescribed poems They participate by responding via their respective platforms
2nd Period	Emadogua Ekharha (Poetry Decices). • Define some poetic devices in Ẹdo poetry.	At the end of the Lesson, students should be able to Define some Ẹdo poetic devices.	Teachers refer students to Printed copy of ELSIP, defining and explaining the concept defining and discussing the Ẹdo poetry and reading it with students in the classroom.	Students with their ELSIP instructional package while paying attention, listening to teacher definition guidance.	Hard copies of the ELSIP instructional packages and other related resources on Ẹdo language literature as were provided for each participating students in Print.	• Discuss some of the poetic devices and elements as used in the read poetry.

Week four (4) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Ogiemaa ọghe ogbewannie Ekharha Ẹdo (Introduction to Concepts in Ẹdo Poetry)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about poems and songs.

Emadogua Iruẹmwi (Instructional Medium): Printed copy of ELSIP.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

4. Define Ẹdo language poetry
5. Cite the types in Ẹdo language poetry.
6. Read poems

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP vbe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP in various classes, defining the concepts interactively. Teachers provide theses explanations through Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbenia: (*Teachers explain poetry elements and give some examples of these literature genres in the classroom thus*):

In the Ẹdo language, poetry is a form of poetic writing with a rhythmic and measured approach. It is renowned for its ability to elicit strong emotional reactions because to its

musical tone and creative, symbolic vocabulary. 'Ekharha Kẹkan' (fictional poetry), 'Ekharha Aruẹvbosẹ' (nonfiction poetry) and 'Ekharha Umaranmwe' (animated/cartoonized poetry) are the three categories that make up Ẹdo Poetry. These categories include subgenres and styles such ballads and epic stories.

Poems in Bini (Ikponmwosa Ọsẹmwegie, 1965), "Ekharha-Iku vbe Ẹdo" (Ọsẹmwegie-Ẹro, 2023) and are examples of poetry text used for the teaching of Literature in Secondary schools.

For the purpose of this lesson, the following poems are appreciated in some poetic devices below:

Poem 1: "**Ikolo**" (Osemwgie-Ẹro, 2023:29)	**Earth Worm**
A gha na iyẹn ikolo	*If gossip the earth worm*
Te amẹ miẹ ẹdẹ	*the rain will dominate the day*
Agbọn i hoẹmwẹ ikolo	*the world do not tolerate earth worm*
Nẹ i maa vbe ẹvbo	*the bad ones in the community*
A ya gie ikolo	*Is used to describe the earth worm*
Vbene ikolo ghọghọ ye amẹ	*Same as the earth worm enjoy rain*
Erriọ ọmwa ọkhọọ ye ne ẹvbo	*so does the mischievious do*
Poem 2: "**Alẹlẹ**" (Osemwgie-Ẹro, 2023:29)	***Alẹlẹ***
Alẹlẹ ne irri vbe oha	*Alẹlẹ the rope in the bush*
Ẹ i ye abọ ọkpa mu erhan	*Don't hold the tree with one branch*
Ọ gha ke eran re	*when it comes from tree*
Ọ gha ke irri rre	*when it comes from rope*

Ọna ọ ya mu erhan	*is how to hold a tree*

Poem 3: **Esu**" (Ọsẹmwegie, 1965)

Esu

A i ka esu baa ọmwa esi	*Esu is not counted as a good person*
Ọmwa ẹwobi nọ	*He is a dubious person*
Osi ne ẹ i re ọghẹe ọ si	*He worries over whats not his concern*
Ghee ẹrhia ne akinọ	*See the spoiler, the deciever*
Akino-Esu i mu mwẹ	*The deceit of Esu wont rope me*
Ẹ i gbalọ mwẹ ekhọe	*It will not tie my thoughts*
Ne I ghẹ do sọtẹ ihẹn	*That I may not rebel against a curse*
Ra ne I ru emwi khọ ẹre.	*Or do something that look like it*
Ne esu gha ru ẹse na	*Whoever Esu renders help*
Eve ọ ya ghọghọ	*Will celebrate in tears*
Deghe ọ ma re igbinna	*If it is not through a fight*
Nọ ya lekhue ọghọ.	*That he uses to forgive respect*
lbi-iba ọ rre ọre ẹko	*His heart is full of mischief*
Ne emwi-hia nọ ru	*For everything he does*
Asua ra, ẹmwẹ iwiẹko	*Bad lucked or irritation*
Ughughan vbe osuru.	*Differences in a single instance*
Gi a gbaẹn egbe ne emwadan	*Let's avoid bad people*

Ni ru emwi vbe ọre	*That behave like him*
Ne egbe-hia gha wua ozan	*That the whole body may forbid criticism*
Ne emwi-hia vba ọre.	*That all things may meet him*
Owa ọmwa olighi,	*The house of a confusionist*
Ẹ i fo vbe isusu.	*He is never free from evil*
Ighiku ra otighi	*Division or disruptions*
Ẹ i fo vbe owa esu.	*Never end in the house of Esu*

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

4. Define Ẹdo language poetry
5. Mention the types in Ẹdo language poetry.
6. Recite any of the poems

Week four (4) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Ogbewanniẹ ọghe Emadogua Ekharha (Introduction to Concepts of Ẹdo Poetry Elements)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about verses tones in poems and songs.

Emadogua Iruẹmwi (Instructional Medium): Printed copy of ELSIP.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

1. Define Ẹdo poetry elements
2. Cite the types in Ẹdo poetry elements

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP vbe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP on various classes, defining the concepts. Teachers provide theses explanations through Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbenia: (*Teachers explain poetry elements and give some examples of these literature genres in the classroom thus*):

Ekharha (Poetry)- has an overall central theme or idea within each poem

Ẹmwẹ Enọgbẹnbe (Authors' Biography): Ẹmwẹ enọgbẹnbe ọ re a ghẹn kaan edagbọn ọnrẹn, okha-ẹgbẹe ọre; Owebe ne ọ yo; evbe ọse ọre kevbe emwi kpatiki ni sunu da ẹre ighe ọmwa ne ọ ebe ne a tie.

A biography is a detailed account of a person's life, including their family history, education, friendships and defining life events.

Akporhiọn/Itaemwi (Imagery): Ọna ọ re madogua Ekharha ne a ya loo ẹvbo ama ne ọ rhie aro sẹ maa. Ọna ẹre ọ re amaze ihoi ne ẹmwẹ na a ye ẹvbo guanrẹn vbe Ekharha rhie maa.

Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. Images are the mental pictures the poet creates through language

Ẹgba (Stanza): Ẹgba ọre ẹbu uviẹn ne a mwamwa lele egbe zẹvbe ulamwẹ urhu ne ọ re abọ ọghe Ekharha. A ghaa Ẹgbe aro ughughan Emonositasi ne o mwẹẹ ẹgba ọkpa; Etaseti ne ọ mwẹẹ uviẹn eha vbe ẹgba, Ekuatirian ne mwẹẹ uviẹn enẹ vbe Ẹgba; Esipesiran, uviẹn igbe,,, ene ẹre a ya viọ ẹkpo ye urhu ọghe Ekharha

Stanza is a grouping of lines arranged in a recurrent pattern of metrical lengths and a rhyme sequence, creating a unit of poem. Stanzas can be categorized into Monostitch is a one stanza poem structure; Tercets, a three lines stanza; quatrains, four or six lines stanza. Spenserian, a ten syllables in poetry, used to break up the rhythm of a poem.

Uviẹn (lines): uvien ughughan ẹre a ghaa Ekharha yi zevbe ne urhu Ekharha la hẹ. A ye evbe uvien na ya ru ẹkpo, alughaẹn, ra niania iro ra tie ye afiworhie vbe urhu

Poetry is structured into distinct lines, frequently using metrical foot or rhyme patterns. These lines can be used to demarcate, contrast, or highlight ideas or to draw attention to tone shifts.

Arrọnny (Irony) Ọna ọ re Emadogua ọghe elitiekiọ ne ọ khaa ẹmwẹ ghee ihan ne ọ lughaẹn ne odun ẹmwe ne ọ gele khaa.

Irony is a literary device that contrasts anticipation and reality by contrasting what appears to signify with its exact meaning.

Emẹtafọ (Metaphor) Ọna ọ re emadogua ne ọ gie emwi ne ọ lughaẹn ne egbe zẹvbe emwi ọkpa vbene ẹ i na lo ‘oyevbe’ ra ‘vbene’.

Metaphor is a literary device that draws a comparison between seemingly unrelated things, without using words like "like" or "as."

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Ru ogbewanniẹ Emadogua ọghe Ekharha.

   Define Ẹdo poetry elements

2. Guan yaan emadogua ọghe Ekharha isẹn

   Discuss five types of Ẹdo poetry elements

Week Five (5) Lesson Plan for Control Group Treatment Package on **Conventional Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Prose and Elements of prose

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 80 minutes (40 Minutes per Period)

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation Guide
1st Period	Introduction to Ẹdo language Prose. • Define Ẹdo language Prose • Cite the types in Ẹdo language Prose. • Read some Proses: - Atalakpa kevbe Ọfiọntọ - Akpakomiza kevbe Ekita - Owa ne A Bọ	At the end of the Lesson, students should be able to define, write the types of Ẹdo prose, read and enact the plots in the treated as prose works.	Teacher defines and discusses the Ẹdo language prose in the classroom, citing the types and examples that were read-out loud to students. Teacher randomly assigns students into three study groups: Readers team, Writers' team and Oratory team, to read-out loud various Ẹdo language prose examples.	Students access the ELSIP in the classroom by teacher reading. They participate in teams or individually without the physical teacher guidance. They could ask or respond via their respective groups	Utilizing WhatsApp's multimedia features, teachers share weekly prompts related to prose themes, encouraging students to respond in Ẹdo. This fosters written language skills and adds an auditory and visual dimension to the learning experience.	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose devices and elements used in the read proses, ensuring a comprehensive understanding of the various discussion groups involved.
2nd Period	Emadogua Epiozi (prose Elements). • Discuss the concepts of prose elements (authors, Plot, Chapter, Theme, Setting, Protagonists, Antagonists) in Ẹdo prose	At the end of the Lesson, students should be able • Student should be able to list the literatures used in junior secondary schools	Teachers refer to the ELSIP contents on Printed copy of ELSIP, defining and explaining the concept interactively defining and discussing the Ẹdo language poetry in a recorded audio-visual format.	Students with their ELSIP, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature as were posted on each Printed copy of ELSIP.	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose elements ensuring a comprehensive understanding of the various discussion

groups involved.

Week Five (5) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Ogbenwaniẹ ọghe Epiozi Ẹdo (Definition of Ẹdo Prose)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about different Ẹdo stories.

Emadogua Iruẹmwi (Instructional Medium): Printed copy of ELSIP.

Language of Instruction: Ẹdo language (English)

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

4. Define Ẹdo language Prose
5. Cite the types in Ẹdo language Prose.
6. Read some prescribed Proses (Atalakpa kevbe Ọfiọntọ; Akpakomiza kevbe Ekita and Owa ne a bọ).

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP vbe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP in various classes, defining the concepts. Teachers provide theses explanations through Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbenia: (*Teachers define and explain the concepts of prose and give some examples of these literature genres in the classroom thus*):

Prose, also known as Epiozi in the Ẹdo language, is a written text that aligns with conversation flow in sentence and paragraph form, unlike verses and stanzas in poetry.

Okha is a fundamental genre in Ẹdo literature, a form of written language that follows the natural flow of speech and is expressed in a straightforward and ordinary language.

It is the most typical style of writing employed by both fiction and non-fiction authors. It uses ordinary grammar and flows naturally, without any particular tempo or rhythm. Epiozi Kẹkan (fictional prose), epiozi Aruebose (nonfiction prose) and 'Epiozi Umaranmwe' (forktales) are the three categories under which Ẹdo prose falls. Good examples of Okha include Okha Atalakpa kevbe Ọfiọntọ (Leopard and the Rabbit) (Ọsẹmwegie-Ẹro) and Akpakomiza kevbe Ekita (Hyena and Dog). The following text were read and analised for the purpose of this study using various literary elements:

4. Atalakpa kevbe Ọfiọntọ (Osemwgie-Ẹro 2000)

Ẹdẹ ọkpa ghi rre vbe ohanmwẹ gbe Atalakpa, ọ ke gha gualọ evbare ne ọ gha re khian. Ọ ghi doo vbaa ọfiọntọ gha vbiẹ. Vbe ọ ghi khian muu ọfiọntọ ne iren rri ọre. Vbe awaọkpa nii, ọ na wa bẹghe vbe uzo wa gberra, ọ ke ghi sẹ ọfiọntọ nii rae. Ọ na suẹn gha khu uzo nii khian.	*A day came when the leopard was hungry; he was searching for what to eat. He eventually found a sleeping rabbit. As he was about to catch the rabbit and eat it, he saw an antelope passing. He left the rabbit and chased after the antelope.*
Ọ ghi zẹ khu uzo, obọ ọre maa vba ene Uzo, Ọ na dolo gha dee ako ne ọfiọntọ na vbiẹ. Ugbẹn vbe ọ ghi dinna evba, ọ maa ghi vba ọfiọntọ vbe evba. Ohanmwẹ keghi kakabo gbe ẹre vbe ẹdẹ rrio.	*After a long chase, he could not catch the antelope. He then want back to where the sleeping rabbit were. When he got there, the rabbit was done. He got really hungry that day.*
Ẹ re ọ ghi na ta ẹre wẹẹ: “Ọna wa maa mẹ. Te ọ te khẹke ne I gi ẹko ọfiọntọ nii vọn mwẹ. A ra wẹ I maa khu uzo nii, ọfiọntọ nii ghẹ fe fua" “Wa gi emwi ne ima mwee gha von ima eko".	*He then said ‘this serves him right. I was supposed to be contempt with the rabbit. If I had not run after the antelope, I would not have lost the rabbit. Let’s be satisfied with what we have”,*

5. Epiozi Akpakomiza kevbe Ekita (Osemwgie-Ẹro, 2000)

Edẹ ọkpa ghi rre, Akpakomiza keghi nọọ Ekita wẹẹ,"De emwi ne ọ sii erẹ ne ima na guí sẹrriọ? Emwi hia erẹ ima ya khọ egbe. Te ima yevbe otẹn, sokpan alughaẹn negbe ne ima mwẹẹ, ọ re ne uwẹ ne ekita na rree owa, vbene imẹ ne Akpakomiza keghi rre oha. Vbene ọ khọn mwẹ ẹre I khian vbe oha. Ọmwa rhọkpa ẹ i gie mwẹ uhunmwu, ra ne ọmwa gha ya uwenrriẹn gbe mwẹ vbene a gbee ewe, I i vbe khẹẹ owa ne ọmwa rhọkpa vbene uwe ru. A i ya mwẹ gualọ oha ne i ya gbe aranmwe ne omwaikeomwa. Sẹẹ ehia, ugboloko kekan ẹre emwa viọ nue vbe emiowo ne uwe ne Ekita kue gbe ne omwa nagbọn"

Vbene Akpakomiza te talọ ena hia, Ekita ke ghi fẹko wa hunwan gha ghee erẹ. Ọ ke ghi vbe rhie ẹmwẹ okiekie ne Akpakomiza tae maa ren wee: "Se emwi ne u ru ne emwa nagbọn rae, ne u lele mwẹ gha rrie oha".

Ekita ke gele lele ere kpa gha rrie oha. Ugbẹn vbe iran ghi dinna uwu oha Akpakmiza ke ghi gbee Ekita re. “Ne a hiẹ, a muu ru”

One day, the hyena asked the dog, “why do we resemble so much? We are alike in everything we do. We are like brothers, but the only difference between us is that you the dog leaves in the house while I, the hyena leave in the bush. Nobody sends me on errands or beats me with the cane like a goat. I do not also guide anybody’s house like you do. I am not used to search for animal in the bush by anybody. Above all, the human only feed you with ordinary bones from the animals you kill for him.

While the Hyena was saying all this, the Dog was quiet paying attention to the Hyena. He agreed with the last comment of the Hyena, left humans and follows him to the bush”.

The Dog then left man and followed the Hyena to the bush. But when they got to the bush, the Hyena killed the Dog and ate him up. “That deceived is cheated”

6. Owa Ne A Bọ (Ọsẹmwegie-Ẹro, O. J. 2000)

Vbe ẹghẹ ọkpa ne ọ gberraa, ikpia eha nii rẹẹn vbene a bọ owa hẹ ke gha rrọọ. Iran na gha muaa ẹmwẹ ye emadogua ne a ya bọ owa.	*Sometime past, there were three men who are expert builders. They had an argument on building materials.*
Okpa wẹẹ, okuta (ugbe), ẹre a ya bọ owa. Nogieva wẹẹ "erhan, a ya bọ owa." Nogieha wẹẹ, "irri, a ya bọ owa".	*One said rocks (stones) are the main material, used for building. The second man argued that "woods are most used in building". The third builder argued that ropes are mostly used in building.*
Iran ghi zẹ mua ẹmwẹ na, owinna ovbehe ne ọ bọ owa keghi rre. Iran na talo imuaemwẹ na irẹn ye maa rẹn. Owinna ni ke ghi tamaa iran wẹẹ:	*While they were still arguing, another professional builder came. They narrated their argument to him. The professional then told them that:*
"Ẹmwata ẹre uwa hia tare. Sokpan wa maa ye talo ehia fo". Iran na ghi nọ ọnrẹn wẹẹ: "De emwi ne ọ ghi kẹẹ? Ọ na wẹẹ: a ya ebabo bọ owa, a ya ekpamakun deba ematọn kaan owa. A vbe ya emaha bọ rrie owa. A ye ohunhun bo owa,"	*"You are all correct. But you have not exhausted the list" they then asked him "which are the remaining"? He said, bamboo are used for building, zinc are used for roofing.*
"Orhiọnkpa i rẹẹn emwi fo"	*" Nobody knows it all"*

Owẹnogieha (Step III): Etisa ọ ghi rrie ẹghẹ ne emọ ya nọọ ọta (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewannie ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

4. Ru ogbewannie ye epioze vbe Ẹdo

Define Ẹdo language Prose

5. Ru Igiemwi eha ye Epiozi Ẹdo

Cite three types in Ẹdo language Prose.

6. Tie Epiozi ọkpa vbe ne a we na tie

Read one of the prescribed Proses (Atalakpa kevbe Ọfiọntọ; Akpakomiza kevbe Ekita and Owa ne a bọ).

Week Five (5) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Introduction to Concepts of Ẹdo Prose Elements

Ekilasi (Class): J.S.S 2

Ẹghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

3. Define Ẹdo poetry elements
4. Cite the types in Ẹdo poetry elements

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi ọghe ELSIP ne ọ rhe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP in various classes, defining the concepts. Teachers provide theses explanations through Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbe ekilasi vbenia: (*Teachers explain poetry elements and give some examples of these literature genres in the classroom thus*):

Te emadogua ọghe epiozi rhie iyobọ baa inwina ne okha, ye ẹre mu onyọnyọ, aro-odinmwi kevbe agiẹngiẹn. Iran ru iyobọ, rhie odun, agiẹngiẹn kevbe okpọta ma, ne ọmwa tiere ra họn ene okha rẹẹn iruẹmwi ni rre ọ dinmwi. Emadogua Ekharha rhie imose kevbe ona arre ni rre Ekharha Ẹdo ladian ẹsẹse. Enoveli mwẹẹ emadogua ne ọ kaan epiozi ra okha debaa Egbe,

Emwamwa okha,Emwokha, okha kẹkan, Odun, Oghaiyẹn, Ehe, ọmwomaa, ọmwadan, kevbe Enọgbẹnbe.

Literary Devices associated with prose or novels include chapter, plot, character, fiction, theme, dialogue, setting, protagonist, antagonist, biography. Novels are extended fictional narratives dealing with realistic events. Fiction consists of eight elements: plot, structure, characterization, theme, setting, point of view and style.

Emwamwa (Epilọti) epiozi (Plot)**:** Emwamwa epiozi ra okha ọ re uro ne a lele gbẹnnẹ ra ta okha. Ọsegbe-ọsegbe ne a ta okha la ọ re epilọti.

The plot of a story is a purposeful, connected series of events that represents characters, settings and events in a causal and temporal order.

Ẹgba (Chapter): Ẹgba ọ re abọ ne a ye ẹkpotọ ghaa okha ye ọsegbe-ọsegbe; eke ne ayuhunmwu ọgbọn ovbehe ke suẹn. Irẹn ọ rhie ola ye okha ne a ta ra gbẹnnẹ.

A chapter is a segment of a work that ends with a page break or additional space and is followed by a new numbered or new titled chapter. The act of reading has a rhythm because of them.

Odun/Evbaruẹre (Theme): Ọna ọ re iruẹmwi ne okha rhiere maa ne a rue zẹvbe odun ne ọgbebe hoo. Odun ọ re uhunmwu kevbe iruẹmwi ne ọgbebe la okha rhie maa. A sẹtin gha rre ọyuhunmwu, eni emwokhaa, eke ne okha ginnarẹn , oghaiyẹn ra emwamwa kevbe akokugbe ọghe eso vbọ.

The central idea or deeper meaning that a writer focuses on in a book, short story, or other literary work is known as a literary theme. A story's topic can be expressed through characters, setting, dialogue, plot, or a combination of these factors.

Umaranmwẹ (fables) Ena ọ re okha gieghiẹ ne a ya maa emọ emwi, o mobọ loo aranmwẹ zevbe ọmwa na agbọn. Okha umaranmwẹ i mobọ re okha-ẹmwata

Fables are short, didactic stories with animal characters personified as human beings. Fables are short fictional stories with moral lessons, often featuring humanized animals, objects, or nature parts.

Eke (Setting) ọre ehe ra ẹvbe kevbe ẹghẹ ne okha na ya sunu

Setting refers to the locality where the actions took place and the period the events lasted.

Emwokha (Characters) ọre emwa, aranmwẹ, erha ra irri kevbe emwi ughughan ni guan rue mw ke emwi vbe uvien emwamwa okha. Okha sẹtin gha mwẹẹ ọmwokha ne ọmuẹzọ ra ne ọsiẹzọ ne ọ si olighi. Okha eso mwẹẹ emwokha nibun ni guan kugbe vbene ọkpa na re ọsiẹzọ.

A character is a person, animal, being, creature, or thing in a story that performs actions and dialogue, moving the story along a plot line. A story can have only one protagonist, causing conflict within them or with natural elements. Most stories have multiple characters interacting, with one acting as the antagonist.

Ọmuẹzọ (Protagonists) ọ re ọmwokha kpataki ne ọ ru emwi kpataki sẹẹ, ne ẹnina ẹnrẹn ra ne ọ khọnrẹn sẹẹ vbe okha. Iran ọ vbe re udu ẹnina vbe uwu okha ne ẹ i lọghọ ne a a rherhe rẹẹn vbe okha.

Protagonists are the major or principal characters in a play or story. The protagonist is the character driving the action, whose fate is crucial and is central to the plot or conflict of a story. They are also the emotional heart of the narrative and their identity is often easily identifiable.

Ọsiẹzọ (Antagonists) ọ re ọmwokha ne ọ si olighi ne ọmuẹzọ mu vbe okha. Ọmwokha ne ọsiẹzọ, si igbodan ra igbinna ne ọmwokha ne ọmuẹzu mu.

Antagonists are characters created as rivals to the protagonist. An antagonist in literature is the opposing force the protagonist faces.

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

3. Define Ẹdo prose elements
4. Discuss five types of Ẹdo prose elements.

Week Six (6) Lesson Plan for Control Group Treatment Package on **Conventional Classroom**

Uhunmwu Iruẹmwi (Topics): Introduction to Ẹdo Prose and Elements of prose

Ekilasi (Class): J.S.S 2

Ẹghẹ (Time/Duration): 80 minutes (40 Minutes per Period)

Periods	Topic/Content	Performance objectives	Teachers' Activities	Students' Activities	Media and Resources	Evaluation guide
1st Period	Ezanzan Ekharha (Poetry Analysis). • Ẹdo Prose Analysis	At the end of the Lesson, students should be able to: • Use some poetic element in Ẹdo literary analysis.	Teachers refer to the ELSIP contents on Printed copy of ELSIP, defining and explaining the concept, defining and discussing the Ẹdo language poetry element in a recorded audio-visual format.	Students with their ELSIP instructional package while paying attention, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature as were posted on each platforms Printed copy of ELSIP.	• Discuss some of the poetic devices and elements as used in the read poetry • Assess the poetic structure and organization focusing on Ẹgba (stanzas) and Uvieṇ (lines).
2nd Period	Ezanzan Epiozi (Prose analysis). • use of prose elements (like authors, Plot, Chapter, Theme, Setting, Protagonists, Antagonists) in Ẹdo prose	At the end of the Lesson, students should be able • Student should be able to list the literatures used in junior secondary schools.	Teachers refer to the ELSIP contents on Printed copy of ELSIP, defining and explaining the concept interactively defining and discussing the Ẹdo language poetry in a recorded audio-visual format.	Students with their ELSIP, listening to teacher do analysis and participate in the process as teacher guides.	(ELSIP instructional packages and other related resources on Ẹdo language literature as were posted on each platforms Printed copy of ELSIP.	The team is engaged in a study group, consisting of Readers, Writers' and Oratory teams, to discuss the prose devices and elements used in the read proses, ensuring a comprehensive

	understanding of the various discussion groups involved.

Week Six (6) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 1)

Uhunmwu Iruẹmwi (Topics): Ẹdo Poetry Analysis

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

3. Define Ẹdo poetry analysis
4. Cite types elements in Ẹdo poetry

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP in various classes, defining the concepts. Teachers provide these explanations using Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan Abọ Ekharha vbenia: (*Teachers explain poetry elements and give some examples of these literature genres in the classroom thus*):

Poetic Elements, such as Enọgbẹnbe (authors' Biography), Akporhiọn (imagery), irony, metaphor, prose, simile and symbols, are used to convey the implied meaning, feeling and weight of a word, as well as to create mental pictures in the minds of readers.

Enọgbẹnbe (authors' Biography): of treated in this class is:

3. Chief Osayọmwabọ Ọsẹmwegie Ẹro, the author of the poem 1 and 2, is a renowned author from the Ẹro family of Urubi, Benin City. He holds a BA (Hons) Linguistics and

Ẹdo Language from UNIBEN and a Master's degree in Language Art and Communication from Faculty of Education-Uniben and has published numerous academic and literary books in English and Ẹdo Languages.

4. Ikponmwosa Ọsẹmwegie, the author of the poem 3, was born in 1936 in Benin City, was a renowned writer and researcher in Ẹdo history, language and culture. He attended his primary and secondary schools in Benin City and worked as a junior officer with the Benin Divisional Council from 1956 to 1958. After his resignation, he wrote four historical and two philosophical Ẹdo plays and published his first poems book with Macmillan of London in 1965. He founded Amazẹvbuomwan, the first and only play house in Benin City, in 1961. Ikponmwosa worked at the University of Lagos and the College of Education Benin City, where he worked as a Senior Staff member and part-time Lecturer. He has written numerous plays, poems and textbooks for primary schools and universities.

Ẹgba (Stanza): Ẹgba (Stanza): Stanzas can be categorized into monostich, tercet, quatrains, Octave etcetera. Tercets have three lines, quatrains have four or six lines. Spenserian stanzas have ten syllables and a concluding line in iambic hexameter. Monostitch is a one stanza poem structure in poetry, used to break up the rhythm of a poem. An example of Monostitch is 1, "Ikolo" and poem 2 "Alẹlẹ," which replicates the versatility of monostitch in Ẹdo poetry. While poem 3 “Esu” is a quatrain, a four-line poem verse, forming the six stanzas.

Uvịẹn (lines): Poems are sometimes divided into verses or stanzas that are named for the number of lines they contain. The number of lines, syllables and rhyme scheme all affect the poem's structure. Poems 1 and 2 each feature one stanza with seven lines, six lines in poem 2 and twenty-four lines in poem 3, with four lines in each of the six stanzas.

Irony is a literary device that contrasts anticipation and reality by contrasting what appears to signify with its exact meaning. Example of this is also found in poem 3, “Esu” (Line two, stanza three) “…Eve ọ ya ghọghọ…” (he celebrates in tears).

Akporhiọn/Itaemwi (Imagery): Imagery is a literary device that refers to the use of figurative language to evoke a sensory experience or create a picture with words for a reader. In poem 1, the comparison of Ikolo with ọmwa ọkhọọ may create an image that likens worms to evil. In the same token, poem 2, Esu is metaphorically equated with the image of mishaps (olighi, otighi and isusu).

Emẹtafọ (Metaphor) is a literary device that draws a comparison between seemingly unrelated things, without using words like "like" or "as." Example of this is found in Poem 3, “Esu” (Line two, in stanza five)

“…Ni ru emwi vbe ọre…”

(Those who do things like her);

In poem 1, “Ikolo”, (line 5 and 6)

…Vbene ikolo ghọghọ ye amẹ

Errio ọmwa ọkhọọ ye ne ẹvbo… (same as the earthworm is happy for water, so are the mischievous people do)

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

Guan yaan vbene a loo avbe emadogua na: Enọgbenbe, Akporhiọn, Airroni, Emẹtafọ kevbe Esimili

Discuss how these poetic elements are used: author, Imagery, irony, metaphor and simile.

Assignment:

3. Guan yaan ogbewanniẹ ọghe ena: Ẹgba kevbe Uviẹn.

Discuss the concept of stanzas and lines

Week Six (6) Lesson Note for Control Group Treatment Package on Conventional Classroom (Period 2)

Uhunmwu Iruẹmwi (Topics): Ezanzan Epiozi (Prose Analysis)

Ekilasi (Class): J.S.S 2

Eghẹ (Time/Duration): 40 minutes

Evbakarẹẹn (Previous knowledge): The students already know about chapter and characters in prose and novels.

Evbahonaruẹ (objective): At the end of this lesson, students should be able to:

5. Define Ẹdo prose elements
6. Analyse Ẹdo some Prose

Ilele Orhiemaa kevbe Ọrriẹ (Presentation Steps and Summary)

Owẹnokaro (Step 1): Ọ ghi we ne emo loo emadogua iruẹmwi oghe ELSIP ne ọ rhe uwu ekilasi ne iran ye.

(*He refers students to the ELSIP in various classes, defining the concepts. Teachers provide theses explanations through Printed copy of ELSIP*).

Owẹnogieva (Step 2): Etisa ghi laa emọtimidia ya ru ogbewanniẹ kevbe igiemwi eso yaan emadogua ọghe ezanzan epiozi vbenia: (*Teachers explain poetry elements and give some examples of these literature genres in the classroom thus*):

Ezanzan epiozi Ẹdo (Appreciation of Ẹdo prose)

Eso vbe emadogua ne a zanzan ru ogbenwaniẹ ye okha daba Enọgbẹnbe, Ẹgbe, Emwamwa Epiozi, Odun/Evbaruẹre, Umaranmwẹ, Eke, Ọmuẹzọ, Ọsiẹzọ.

Some Literary terms that are associated with prose or novel includes biography, chapter, plot, character, fiction, theme, dialogue, setting, protagonist and antagonist.

The following are some literary devices used in Ẹdo language literary appreciation include:

Okha-Enọgbẹnbe: Ọmwa ne ọ gbẹnnẹ okha ne a tiere vbe iruẹmwi na ọ re Ọkhaẹmwẹ Osayomwabọ Ọsẹmwegie Ẹro, ọgbẹnbe ne a rẹẹnrẹn, ne ọ ke ẹgbẹe Ẹro ne Urubi vbe Orẹdo rre. O yo owebe nọyosẹ ne a tie ẹre UNIBEN, evba ẹre ọ ruẹ, dia vbene a gbẹn, tie Ẹdo hẹ. Ẹro ghaa re ọmamwaemwi vbe Owebe-omamwaemwi ne ọ rre Ekiadọlọ vbe Orẹdo. Ọ gbẹnnẹ avbe ebe deba ọghe elikiekiọ nibun.

Authors' Biography: The author of the stories treated in this class is Chief Osayomwabọ Ọsẹmwegie Ẹro, a renowned author from the Ẹro family of Urubi, Benin City. He holds a BA (Hons) Linguistics and Ẹdo Language from the University of Benin(UNIBEN) and a Master's Degree in Language Art and Communication from UNIBEN. Ẹro taught Ẹdo language and literature at the Language Department in the College of Education, Ẹkiadọlọ Benin Cityand has published numerous academic and literary books in English and Ẹdo Languages.

Emwamwa Epiozi: Emwamwa ọghe okha ọ re uro ne Ọgbẹnbe zẹ gbẹn okha lele ọsegbọsegbe ne emwi kpataki ya sunu vbe okha. emwamwa ọghe okha ne a tiere vbe iruẹmwi na ena khin:

Plot: The plot of a story is a purposeful, connected series of events that represents characters, settings and events in a causal and temporal order. The plots for the prose texts above are thus:

3. Atalakpa kevbe Ọfiọntọ (Leopard and Rabbit)

Atalakpa ne ohanmwẹ keghi miẹ ofiọto ne ọ vbie. Ugbẹn vbe ọ khain rri ọre, ọ kevbe bẹghe Uzo gberha khian. O na sẹ ofiọnto haẹ, zẹ ene Uzo khụ. Nọbalọ vbọ, obọ ẹre me vbaa ene

Uzo. O keghi hoo ne ọ rri ọfiontọ ne ọ se hae vbe ohanmwẹ ghi zẹ gbe ẹre. Sokpan ọ ma ghi mie nene ofiọnto. Ọ ke kakabọ da ẹre ighe arovbẹmwẹ ne rhain ẹre.

A hungry Leopard found a sleeping rabbit. He was going to eat it when he noticed an antelope pass by. The rabbit was left to pursue the antelope. Unfortunately, he was unable to capture the antelope. He resolved to return for the rabbit after becoming fatigued and hungry, but he did not find it where he had left it. He regrets his dissatisfaction, which resulted in his utter loss.

4. Akpakomiza kevbe Ekita (Hyana and Dog)

Akpakomiza keghi tama Ekita vben iran kho egbe hẹ sokpan owa ekita dia. Ighe irẹn mwẹ ẹwẹ oobọ, deba wẹẹ omwa i gie irẹn uhunmwu yo-rre. Ekita keghi kue ye ẹmwẹ ọnrẹn lele ẹre laa oha. Iran ghi dinna otọ oha, Akpakomiza nag be ekita re.

The Hyena explains that the dog and Hyena are similar, but the dog stays in the house. The Hyena, on the other hand, moves freely in the forest without being beaten or sent on errands. The dog agrees to follow Hyena to the forest, but when they reach the forest, the Hyena kills and eats the dog.

2. Owa Ne A Bọ (Building a House)

Owinna ne Ọbowa eha ke gha muamwẹ ye ẹmwẹ emadogua ne a ya bọlọ owa. Ọkpa we okuta, nọ, nọkpa we erhan nọ; nogieha we irri ẹre a bọlọ owa. Ọbowa ọvbehe ghi dinna evba, ọ na we iran hia tamu sokpan iran ma he talọ ẹre fo rhunmwuda orhioṇkpa I ṛẹẹn ọnrẹn fo.

Three builders debated house construction materials, with one claiming rock and the other wood. The third person mentioned a rope-made house. An experienced builder arrived, addressing the problem. The knowledgeable builder informed them that they had used all the materials on the list, but more needed to be added.

Ẹgbe (chapter) ọ re abọ ughughan ne a ye ẹkpo kevbe ipapa ebe ghae. Ulaba ra ayuhnmwu ọgbọn ẹre ọlele ẹgbe. Okhaeha ne a tiere keghi re okha ẹgbe ughughan vbe uwu ebe ọkpa ne a ye Ulaba ghaẹ

A chapter is a segment of a work that ends with a page break or additional space and is followed by a new numbered or new titled chapter. The three short stories we read above are chapter in the same book of short stories separated by numbering

Odun Iruẹmwi/Evbaruẹre (Theme**)**

Iruẹmwi kpataki ra odin odun ne ogbẹnbe muaro daa, gbẹn nya vbe ebe, okha kevbe iwinna elitiekiọ ughughan ẹre a tie ẹre Odun-iruẹmwi ne a ruẹre vbe ene okha. Enikotọ na ọre Odun Iruẹmwi ra Evbaruẹre vbe okha ne a tiere gberha usin:

The central idea or deeper meaning that a writer focuses on in a book, short story, or other literary work is known as a literary theme. The following are the themes of the 3 short stories above:

1. Atalakpa kevbe Ọfiọntọ: **Isokẹn** (contentment) “gi emwi ne ima mwẹẹ gha vuọn ima eko" (by contented with your possession).
2. Akpakomiza kevbe Ekita: **Eṛẹrẹ** (Deception) ‘Ne ọ rẹrẹ ẹre ọ rhẹrhẹ omwa sẹẹ (the deceiver pampers you the most)
3. Owa Ne A Bọ**: A i rẹẹn foo** (no one is truly self-sufficient).

Umaranmwẹ (fables): Ọna ọ re okha ne ọkanmwa ne a ma emọ emwi, ọ loo aranmwẹ ye ihe omwanagbọn. Akpakomiza kevbe Ekita kevbe Atalakpa kevbe Ọfiọntọ ọre igiemwi eso vbe aro okha ne aranmwẹ na ru vbe ọmwanagbọn.

Fables are short, didactic stories with animal characters personified as human beings. “Akpakomiza kevbe Ekita” and “Atalakpa kevbe Ọfiọntọ” are examples of Umaranmwẹ where Animal characters are imagined as humans.

Eke (Setting)

Eke ọ re ẹghẹ ne okha lare kevbe ehe ne okha na sunu. Ẹvbo ne a zẹ kevbe ehe ne avbe okha ima tiere dekaan ọre Ẹdo ne okpevbo.

Setting refers to the locality where the actions took place and the period the events lasted. The linguistic setting of the above stories is derived from the Ẹdo kingdom's ideology and culture.

Ọmuẹzọ (Protagonists) ọ re ọmwokha ọ ru emwi kpataki sẹẹ, ne ẹnina ẹnrẹn ra ne ọ khọnrẹn sẹẹ vbe okha. Iran ọ vbe re udu ẹnina vbe uwu okha ne ẹ i lọghọ ne a a rherhe rẹẹn vbe okha.

Protagonists are the major or principal characters in a play or story. The principal characters in the stories told above are Atalakpa and Akpakomiza.

Ọsiẹzọ Ọsiẹzọ (Antagonists) ọ re ọmwokha ne ọ si olighi ne ọmuẹzọ mu vbe okha. Ọmwokha ne ọsiẹzọ, si igbodan ra igbinna ne ọmwokha ne ọmuẹzu mu. Atalakpa and, Akpakomizaọ re ọsiẹzo vbe okha 1 kevbe okha 2 ne ima da tie na.

Antagonists are characters created as rivals to the protagonist. An antagonist in literature is the opposing force the protagonist faces. Atalakpa and Akpakomiza are the antagonist in the stories we just read.

Owẹnogieha (Step III): Ẹtisa ọ ghi rrie ẹghe ne emọ ya ne ọ ota (The teacher give the students time to interact within their various group and ask questions).

Owẹnogieha (Step IV): Ẹtisa ọ ghi rrie ewanniẹ ye ọta ne emọ nọrẹn, mu iruẹmwi sẹ ufomwẹ (The teacher give the responds to students questions and conclude the instruction)

Owẹnogieha (Step V) Evaluation:

1. Define five Ẹdo prose elements
2. Analyse two Ẹdo Prose.

APPENDIX G

Evidence for Validation of Instrument

APPENDIX F
REQUEST FOR VALIDATION OF INSTRUMENT

Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.
October, 2023.

Sir,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

I am a Postgraduate student in the above named Department and University. I am currently carrying out a research work on the topic titled "Effect of Google Classroom and Whatsapp on the Academic Performance of Junior Secondary School Students in Ẹdo Language Literature". The instruments attached are intended to be used for data collection for the study.

You are humbly requested to read through the attached instruments and assess their validity. A copy of the research purpose, research questions, hypotheses, and scheme of work, lesson plans for the three methods of teaching to be adopted for this study as well as the Basic Ẹdo literary skills Performance Pre-post-Test (BELSPT) are attached for your guide.

Your comments, suggestions and constructive criticism on each item at improving the quality of the instrument which could enhance the validity of the instruments will be highly appreciated.

I am grateful for your anticipated assistance. Yours faithfully,

Irredia L. OSEMWEGIE-ERO,
Researcher,
PG/EDU0407353

Name of Validator: Eubakor Pedro Ikhereie (Ph.D)

School: University of Benin

Signature: _____ **Date:** 07/11/2023

REQUEST FOR VALIDATION OF INSTRUMENT

Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.
October, 2023.

Sir,

REQUEST FOR VALIDATION OF RESEARCH INSTRUMENT

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I am grateful for your anticipated assistance. Yours faithfully,

Irredia L. OSEMWEGIE-ERO,
Researcher,
PG/EDU0407353

Name of Validator: Edobor-Uzamere Veronica Edamwen (Mrs)

School: University of Benin. Benin-City

Signature: [signature] **Date:** 21/2/2024

EFFECT OF GOOGLE CLASSROOM AND WHATSAPP ON THE ACADEMIC PERFORMANCE OF JUNIOR SECONDARY SCHOOL STUDENTS IN ẸDO LANGUAGE LITERATURE

Liberty Irredia ỌSẸMWEGIE-ẸRO

PG/EDU0407353

A THESIS PROPOSAL WRITTEN IN THE DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF THE DOCTOR OF PHILOSOPHY IN INSTRUCTIONAL TECHNOLOGY OF THE UNIVERISTY OF BENIN, BENIN CITY, NIGERIA

MAY 2023

Page 61-104
Proofread/checked by
Dr. Osaigbovo Evbuomwan
Edo Teaching Unit of the
Department of Linguistics & Nigerian Languages
Faculty of Arts, University of Benin
Benin City
29/10/2023

APPENDIX H
Letter of Request for Permission to Conduct Research

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA
DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOG
FACULTY OF EDUCATION

OFFICE OF THE HEAD OF DEPARTMENT

P.M.B. 1154
Cables & Telegrams: Uniben, Benin,
Telex:41365 Uniben NG.
Telephone: 052600551 or 600558
Extension:
Email: edupsych@uniben.edu

Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.

April, 2024.

Our Ref_____

Your Ref_____

_____

_____

Sir,1

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a Postgraduate (Doctoral) student in the above-named institution. I am currently working on my Thesis titled "**Effect of Google Classroom and WhatsApp on the Academic Performance of Junior Secondary School Students in Ẹdo Language Literature** ".

In view of the above, I wish to request for your permission to conduct my research with the JSS 3 students in your school. The process will last six weeks starting with pre-test and end in the collection of a post-test to summarize students' academic performance in Ẹdo Language Literature.

I shall be very grateful ma, if you could allow me conduct experiment to ascertain students' academic performance in for six weeks during the third term of 2023/2024 session and permit me to carry out the study in your school.

Thank you

Yours faithfully,
Irredia L. OSEMWEGIE-ERO,
Researcher

APPENDIX I

Letter of Request for Parents' Consent

Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City.

Febuary, 2024

REQUEST FOR PARENT CONSENT TO PARTICIPATE IN RESEARCH EXPERIMENT

Study Title: Effect of Google Classroom and WhatsApp on the Academic Performance of Junior Secondary School Students in Ẹdo Language Literature

Dear Parent/Guardian,

We are conducting a research experiment to investigate the impact of utilizing Google Classroom and WhatsApp on the academic performance of junior secondary school students in Ẹdo Language Literature. Your child has been selected to participate in this study and we kindly request your consent for their involvement.

Please read the following information carefully before providing your consent:

1. **Study Purpose**: The aim of this research is to assess the effectiveness of using digital platforms such as Google Classroom and WhatsApp as educational tools in the teaching and learning of Ẹdo Language Literature among junior secondary school students.
2. **Participant Involvement**: Your child will be required to access educational materials related to Ẹdo Language Literature via Google Classroom and WhatsApp on their mobile device. They may need to use your mobile phone at home during the research exercise.
3. **Duration of the Study**: The research experiment is expected to last for six (6) weeks. During this time, your child's academic progress and interaction with the digital platforms will be monitored.
4. **Confidentiality**: All data collected during the study will be treated with strict confidentiality. Your child's identity will be kept anonymous in any reports or publications resulting from the research.
5. **Voluntary Participation**: Participation in this study is voluntary and you have the right to withdraw your child at any time without penalty or consequence.

By signing below, you indicate that you have read and understood the information provided above and you grant consent for your child to participate in the research experiment.

Parent/Guardian Consent:

I, _____, give consent for my child, _____, to participate in the research experiment titled "Effect of Google Classroom and WhatsApp on the Academic Performance of Junior Secondary School Students in Ẹdo Language Literature." I understand the purpose, duration and requirements of the study as outlined above.

Parent/Guardian Signature: _____

Date: _____

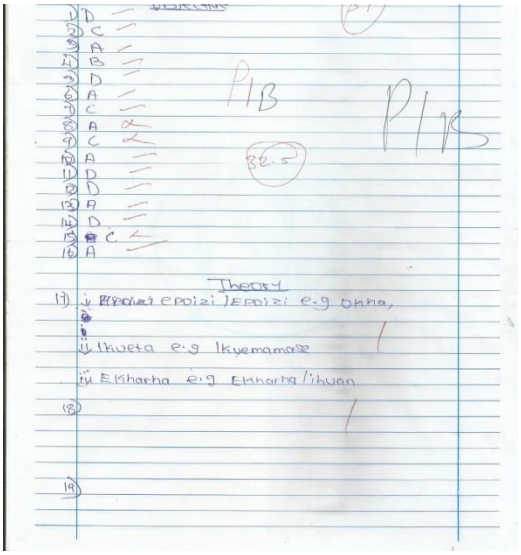
Thank you for your cooperation and support in advancing educational research. If you have any questions or concerns regarding the study, please do not hesitate to contact us at [insert contact information].

Sincerely,
Qsemwegie-Ero I. L
University Of Benin

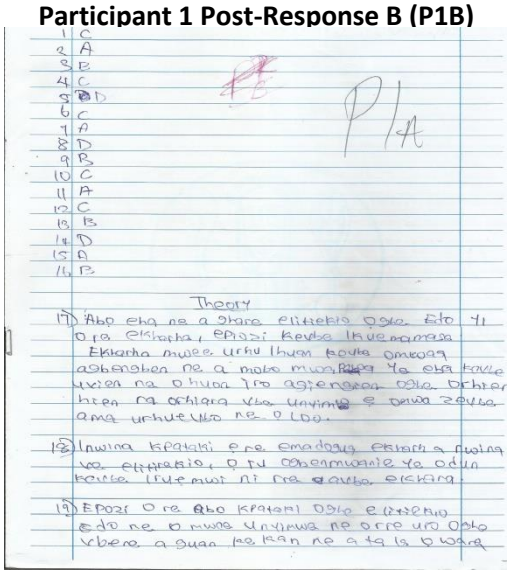
APPENDIX J

Selected participants' Responses

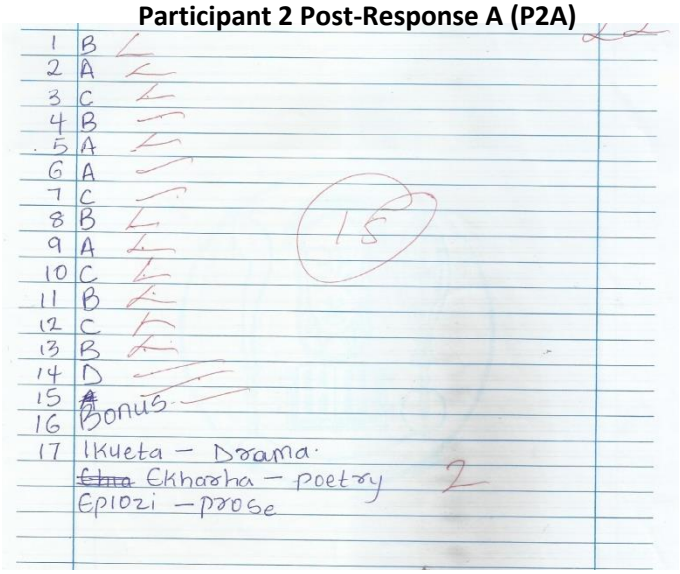
Participant 1 Pre-Response A (P1A)



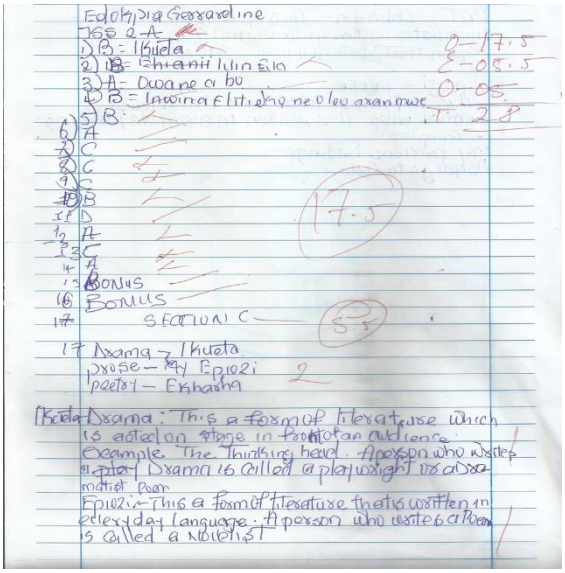
Participant 1 Post-Response B (P1B)



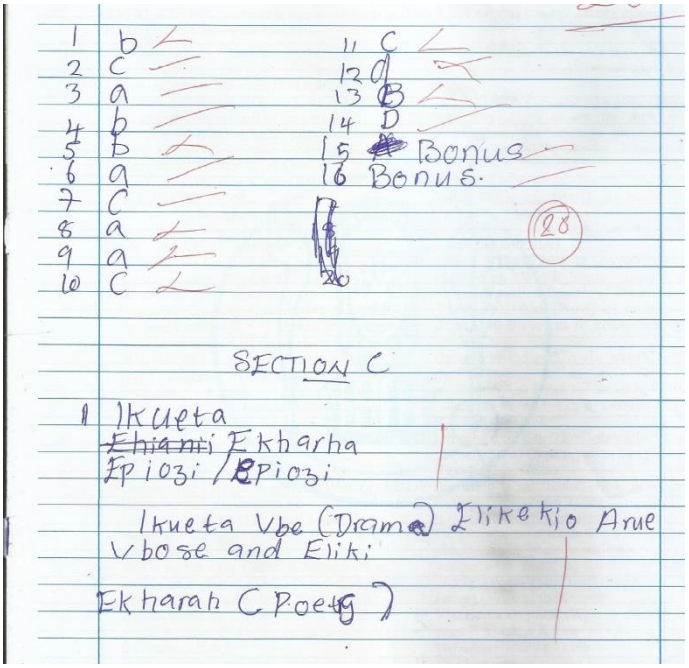
Participant 2 Post-Response A (P2A)



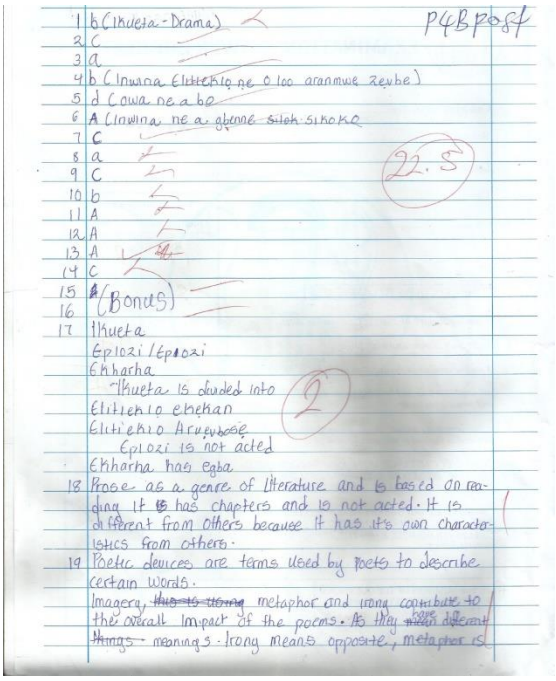
Participant 2 Post-Response B (P2B)



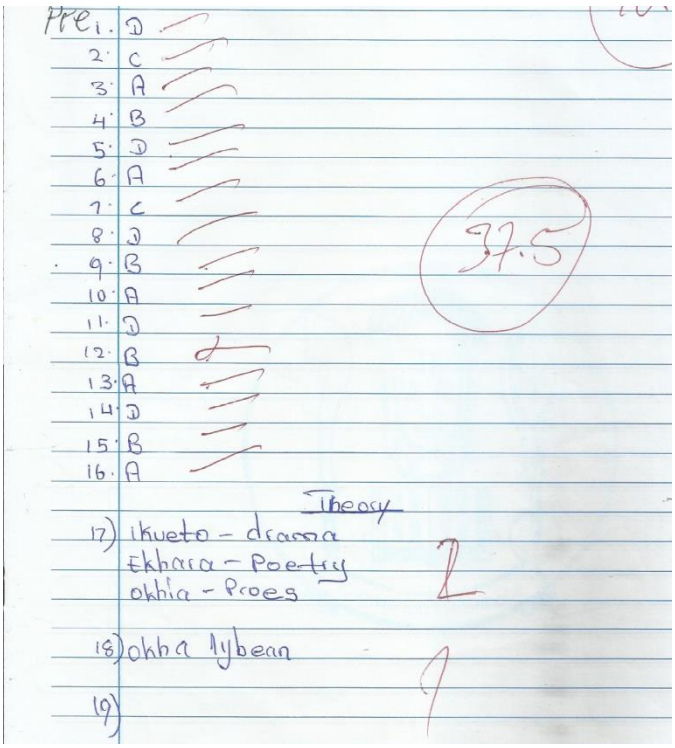
Participant 3 Post-Response A (P3A)



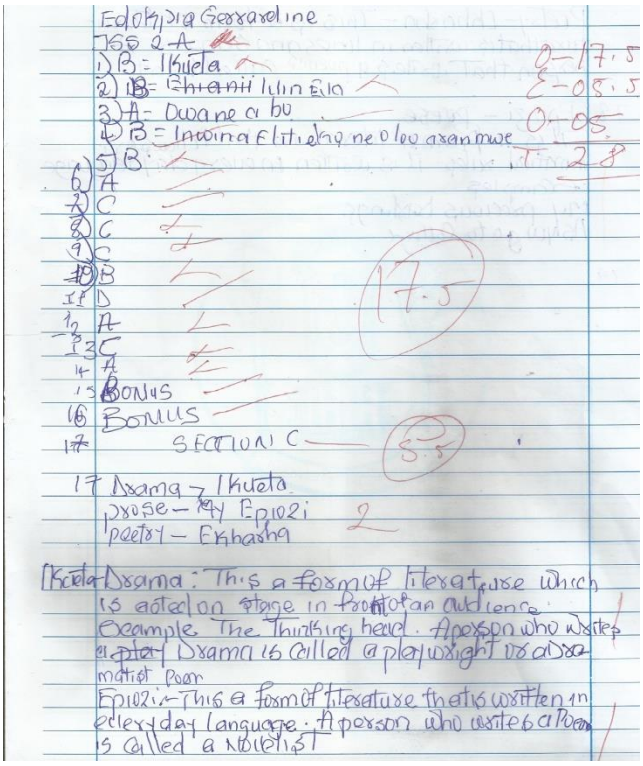
Participant 3 Post-Response B (P3B)


P4BPost
1 b (Ikueta - Drama)
2 C
3 a
4 b (Inwina Elitiekio ne o loo aranmwe zevbe)
5 d (Owa ne a be
6 A (Inwina ne a gbemwe siloh sikoko
7 C
8 a
9 C
10 b
11 A
12 A
13 A
14 C
15 B (Bonus)
16
17 Ikueta
Epiozi / Epiozi
Ekharha
Ikueta is divided into
Elitiekio ehekan
Elitiekio Aruevbose
Epiozi is not acted
Ekharha has egba
18 Prose as a genre of literature and is based on reading it has chapters and is not acted. It is different from others because it has its own characteristics from others.
19 Poetic devices are terms used by poets to describe certain words.
Imagery, Irony metaphor and irony contribute to the overall impact of the poems. As they mean different things meanings. Irony means opposite, metaphor is
22.5
2

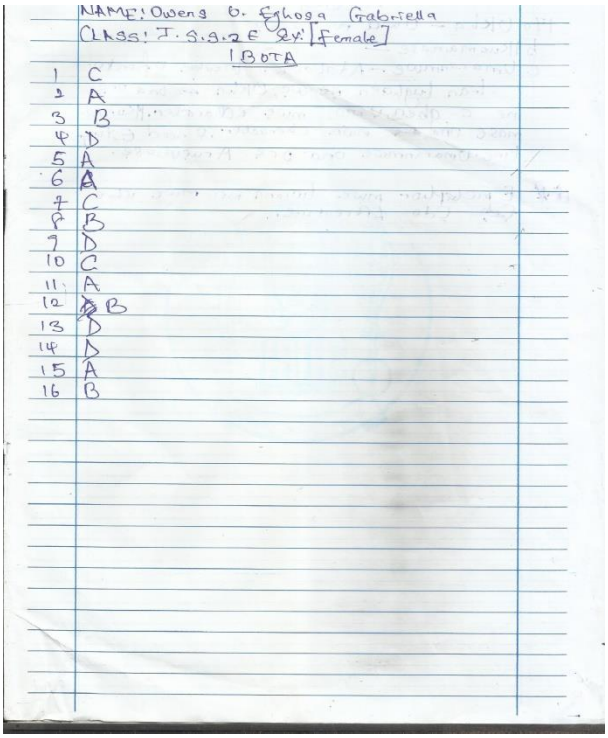
Participant 4 Post-Response A (P4A)



Participant 4 Post-Response B (P4B)


Edokpaya Gerrardine
TSS 2A
1) B = Ikueta
2) B = Ehianti Ilin Eha
3) A = Owane a bu
4) B = Inwina Elitiekio ne o loo aranmwe
5) B
6) A
7) C
8) C
9) C
10) B
11) D
12) A
13) C
14) A
15) BONUS
16) BONUS
17) SECTION C
17 Drama - Ikueta
Prose - Epiozi
poetry - Ekharha
Ikueta Drama: This a form of literature which is acted on stage in front of an audience. Example The Thinking Heard. A person who writes a play Drama is called a playwright or a dramatist Poem
Epiozi - This a form of literature that is written in everyday language. A person who writes a Poem is called a novelist
Q - 17.5
E - 05.5
O - 05
T - 28
17.5
5

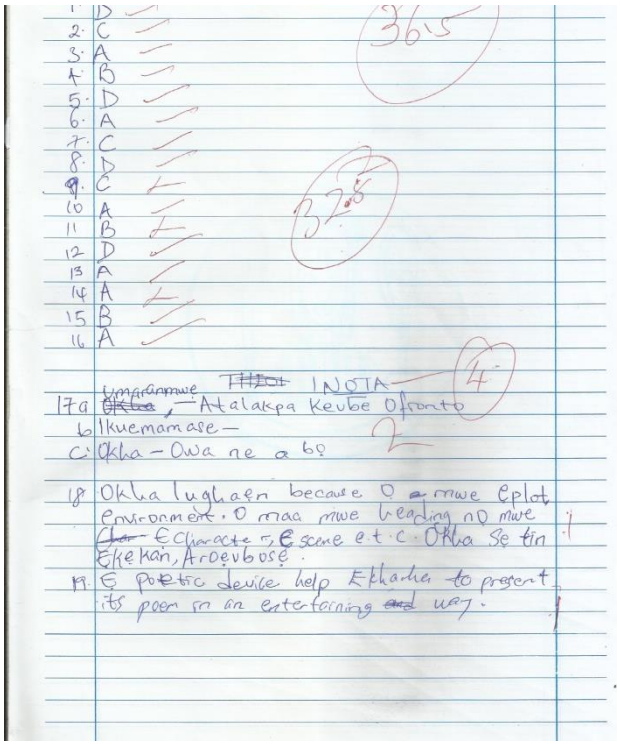
Participant 5 Post-Response A (P5A)



NAME: Owens O. Eghosa Gabriella
CLASS: J.S.S.2 E Sex: [Female]
IBOTA

1 C
2 A
3 B
4 D
5 A
6 A
7 C
8 B
9 D
10 C
11 A
12 B
13 D
14 D
15 A
16 B

Participant Post-Response B (P5B)



1. D
2. C
3. A
4. B
5. D
6. A
7. C
8. D
9. C
10 A
11 B
12 D
13 A
14 A
15 B
16 A

365

37

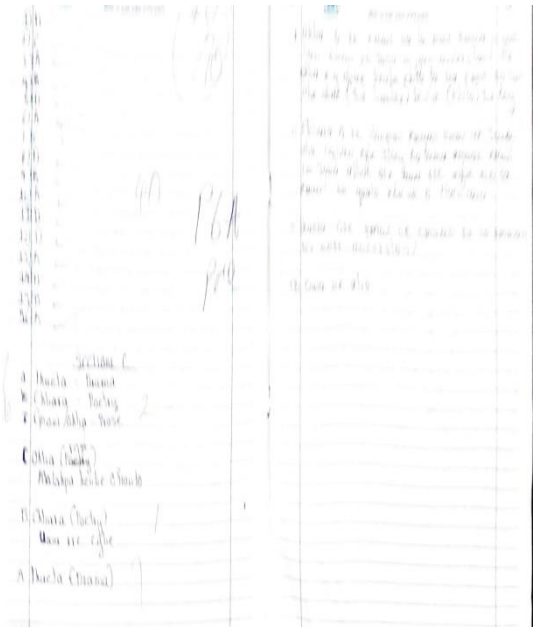
4

17a ~~Umaramwe~~ ~~Okha~~, ~~THIS~~ INOTA — Atalakpa Keube Ofronto
b Ikuemamase —
c Okha — Owa ne a bo

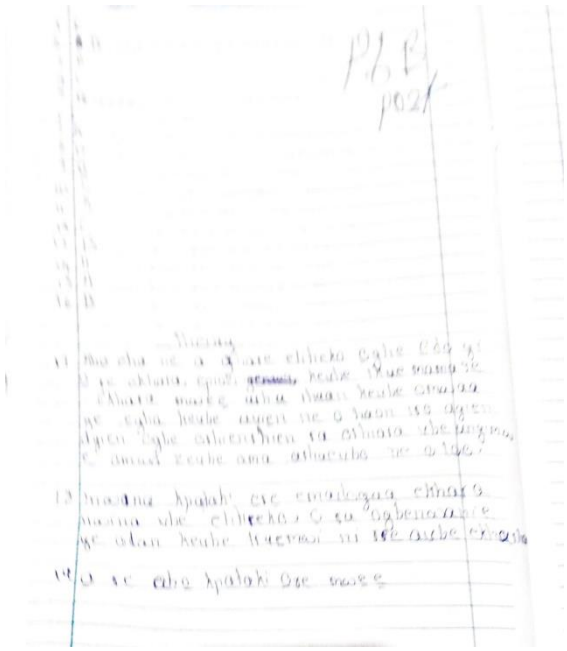
18 Okha lughaen because O ~~a~~ mwe Eplot, environment. O maa mwe leading no mwe ~~Char~~ Echaracte r, E scene e t c. Okha Se tin Ekekan, Aroevbose.

19 E poetic device help Ekhaha to present its poem in an entertaining ~~and~~ way.

Participant 6 Post-Response A (P6A)

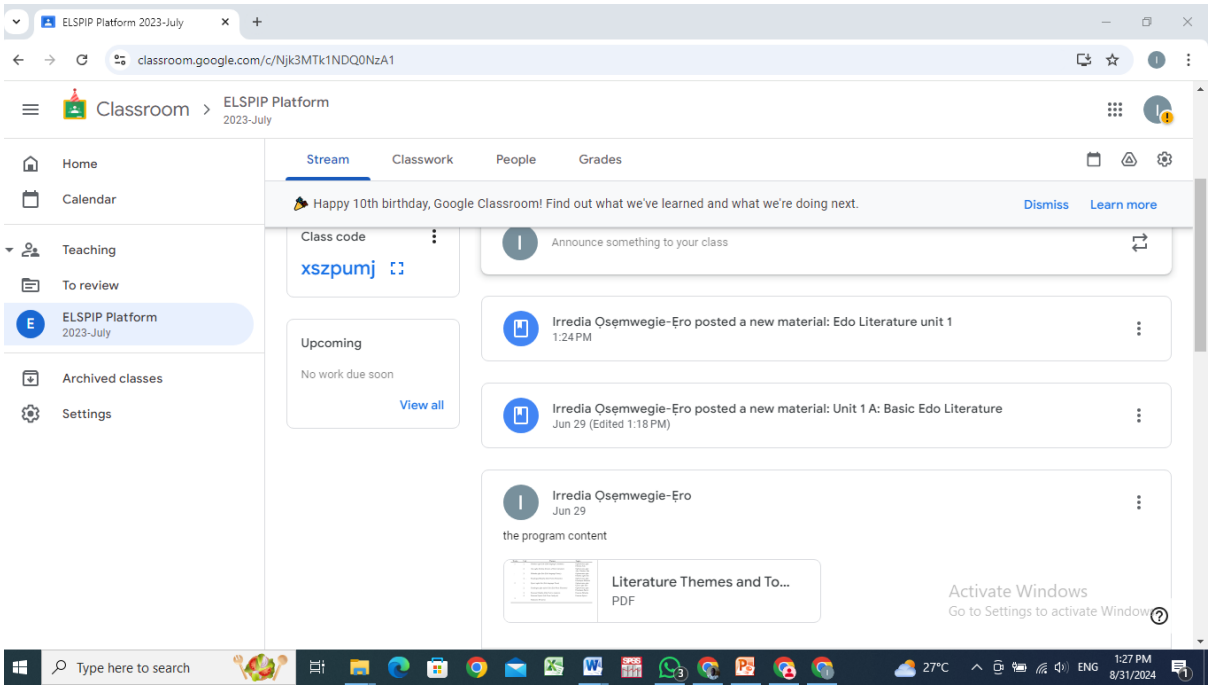


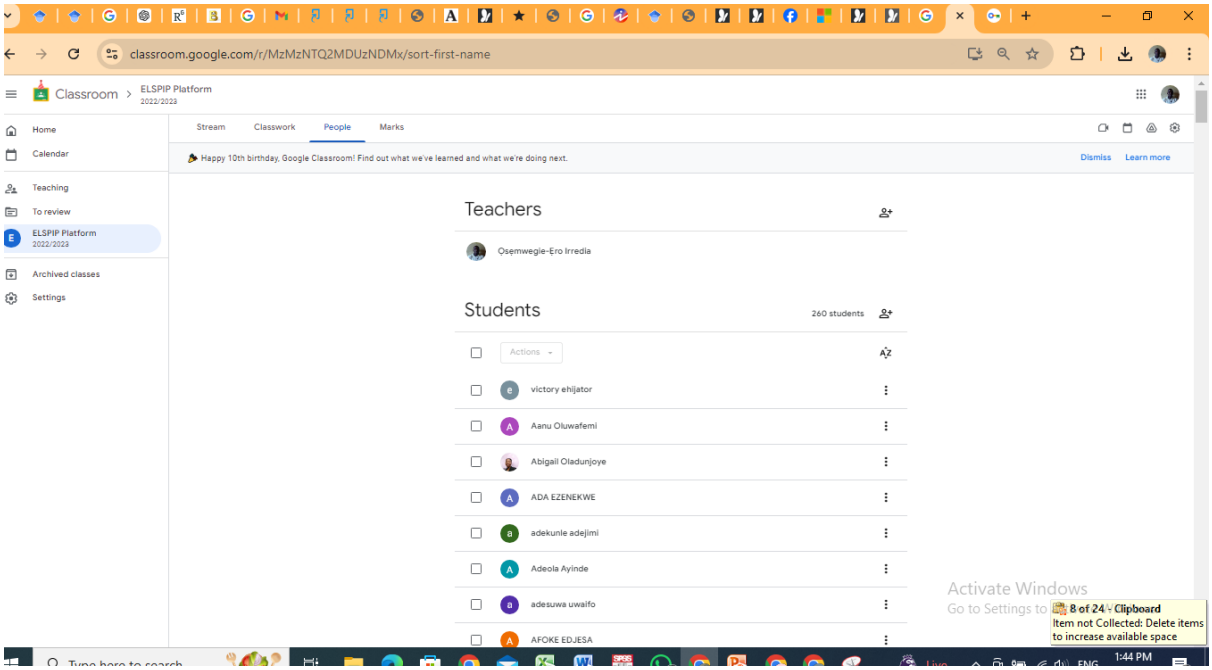
Participant 6 Post-Response B (P6B)



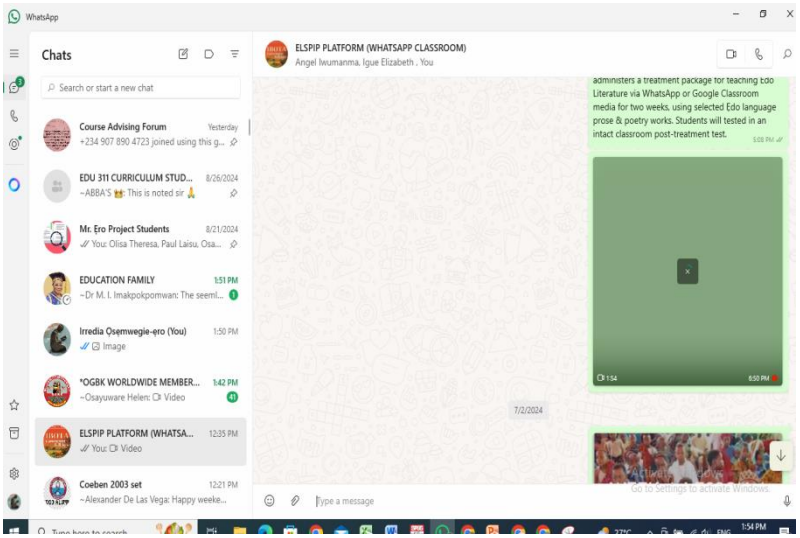
APPENDIX K

Screen Snip of Google Classroom and Conventional and WhatSapp





Screen Snip Shots from the WhatsApp and Conventional Classroom Settings


WhatsApp
Chats
Search or start a new chat
Course Advising Forum
EDU 311 CURRICULUM STUD...
Mr. Ero Project Students
EDUCATION FAMILY
Irredia Osemwegie-ero (You)
*OGBK WORLDWIDE MEMBER...
ELSPIP PLATFORM (WHATSA...
Coeben 2003 set
ELSPIP PLATFORM (WHATSAPP CLASSROOM)
Angel Iwumanma, Igue Elizabeth , You
administers a treatment package for teaching Edo Literature via WhatsApp or Google Classroom media for two weeks, using selected Edo language prose & poetry works. Students will tested in an intact classroom post-treatment test.
7/2/2024
Type a message

APPENDIX L

Data Analysis Tables from SPSS

```
GET
FILE='C:\Users\hp\AppData\Local\Microsoft\Windows\INetCache\IE\X3Z4MW64\phd[2].s
av'.
DATASET NAME DataSet1 WINDOW=FRONT.
T-TEST PAIRS=PRESCORE WITH POSTSCORE (PAIRED)
  /CRITERIA=CI(.9500)
  /MISSING=ANALYSIS.

ONEWAY hypo_1_desc BY hyo_1_code
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).

ONEWAY hypo_1_desc BY hyo_1_code
  /STATISTICS DESCRIPTIVES
  /MISSING ANALYSIS
  /POSTHOC=LSD ALPHA(0.05).

ONEWAY hypo_1_prelim BY hypo_1_prelim_code
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  /INTERCEPT=INCLUDE
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UNIANOVA HYPO_1_TEST BY HYPO_1_TESTCODE WITH HYOP_1_COVARIAT
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  /PRINT=ETASQ
  /CRITERIA=ALPHA(.05)
  /DESIGN=HYOP_1_COVARIAT HYPO_1_TESTCODE.

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```

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/VARIABLES=HYPO_2_TEST
/CRITERIA=CI(.9500).

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SAVE OUTFILE='C:\Users\HP\Documents\reliability test results\phd.sav' /COMPRESSED.

T-Test

Notes

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Comments		
Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
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	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User define missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=HYPO_2_TESTCODE(1 2) /MISSING=ANALYSIS /VARIABLES=HYPO_2_TEST /CRITERIA=CI(.9500).
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.013

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Group Statistics

	HYPO_2_TESTCODE	N	Mean	Std. Deviation	Std. Error Mean
HYPO_2_TEST	MALE	9	64.44	13.625	4.542
	FEMALE	15	62.13	11.139	2.876

Independent Samples Test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2
HYPO_2_TEST	Equal variances assumed	.044	.837	.453	22	
	Equal variances not assumed			.430	14.381	

Univariate Analysis of Variance

Notes

Output Created		15-Dec-2024 21:32:23
Comments		
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	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.

Syntax		UNIANOVA HYPO_1_TEST BY HYPO_1_TESTCODE WITH HYOP_1_COVARIAT /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /PRINT=ETASQ /CRITERIA=ALPHA(.05) /DESIGN=HYOP_1_COVARIAT HYPO_1_TESTCODE.
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[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Between-Subjects Factors

		N
HYPO_1_TESTCODE	1	37
	2	46
	3	62

Tests of Between-Subjects Effects

Dependent Variable:HYPO_1_TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11548.096[a]	3	3849.365	30.015	.000	.390
Intercept	51244.257	1	51244.257	399.573	.000	.739
HYOP_1_COVARIAT	1135.857	1	1135.857	8.857	.003	.059
HYPO_1_TESTCODE	11412.200	2	5706.100	44.493	.000	.387
Error	18082.904	141	128.248			
Total	651717.250	145				
Corrected Total	29631.000	144				

a. R Squared = .390 (Adjusted R Squared = .377)

Univariate Analysis of Variance

Notes

Output Created	15-Dec-2024 21:26:41
Comments	

Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		UNIANOVA HYPO_1_TEST BY HYPO_1_TESTCODE WITH HYOP_1_COVARIAT /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /PRINT=ETASQ /CRITERIA=ALPHA(.05) /DESIGN=HYPO_1_TESTCODE HYOP_1_COVARIAT.
Resources	Processor Time	00:00:00.031
	Elapsed Time	00:00:00.019

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Between-Subjects Factors

		N
HYPO_1_TESTCODE	1	37
	2	46
	3	62

Tests of Between-Subjects Effects

Dependent Variable:HYPO_1_TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	11548.096[a]	3	3849.365	30.015	.000	.390
Intercept	51244.257	1	51244.257	399.573	.000	.739

HYPO_1_TESTCODE	11412.200	2	5706.100	44.493	.000	.387
HYOP_1_COVARIAT	1135.857	1	1135.857	8.857	.003	.059
Error	18082.904	141	128.248			
Total	651717.250	145				
Corrected Total	29631.000	144				

a. R Squared = .390 (Adjusted R Squared = .377)

Univariate Analysis of Variance

Notes

Output Created		15-Dec-2024 21:25:47
Comments		
Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
	Active Dataset	DataSet1
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the model.
Syntax		UNIANOVA HYPO_1_TEST BY HYPO_1_TESTCODE WITH HYOP_1_COVARIAT /METHOD=SSTYPE(3) /INTERCEPT=INCLUDE /CRITERIA=ALPHA(0.05) /DESIGN=HYPO_1_TESTCODE HYOP_1_COVARIAT.
Resources	Processor Time	00:00:00.062
	Elapsed Time	00:00:00.286

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Between-Subjects Factors

		N
HYPO_1_TESTCODE	1	37
	2	46
	3	62

Tests of Between-Subjects Effects

Dependent Variable:HYPO_1_TEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11548.096[a]	3	3849.365	30.015	.000
Intercept	51244.257	1	51244.257	399.573	.000
HYPO_1_TESTCODE	11412.200	2	5706.100	44.493	.000
HYOP_1_COVARIAT	1135.857	1	1135.857	8.857	.003
Error	18082.904	141	128.248		
Total	651717.250	145			
Corrected Total	29631.000	144			

a. R Squared = .390 (Adjusted R Squared = .377)

Oneway

Notes

Output Created		15-Dec-2024 20:56:00
Comments		
Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
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	Weight	<none>
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	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.

Syntax		ONEWAY hypo_1_prelim BY hypo_1_prelim_code /STATISTICS DESCRIPTIVES /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
Resources	Processor Time	00:00:00.141
	Elapsed Time	00:00:00.316

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Descriptives

hypo_1_prelim

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Ma
					Lower Bound	Upper Bound		
GC	37	25.51	8.805	1.448	22.58	28.45	14	
wc	46	29.54	10.805	1.593	26.33	32.75	14	
CC	62	35.77	11.154	1.417	32.94	38.61	12	
Total	145	31.18	11.259	.935	29.33	33.03	12	

ANOVA

hypo_1_prelim

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2619.843	2	1309.921	11.898	.000
Within Groups	15633.995	142	110.099		
Total	18253.838	144			

Post Hoc Tests

Multiple Comparisons

hypo_1_prelim

LSD

(I) hypo_1_prelim_code	(J) hypo_1_prelim_code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
GC	wc	-4.030	2.317	.084	-8.61	.55
	CC	-10.261*	2.180	.000	-14.57	-5.95
wc	GC	4.030	2.317	.084	-.55	8.61
	CC	-6.231*	2.042	.003	-10.27	-2.19

CC	GC	10.261*	2.180	.000	5.95	14.57
	wc	6.231*	2.042	.003	2.19	10.27

*. The mean difference is significant at the 0.05 level.

Oneway

Notes

Output Created		15-Dec-2024 19:38:37
Comments		
Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY hypo_1_desc BY hyo_1_code /STATISTICS DESCRIPTIVES /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
Resources	Processor Time	00:00:00.016
	Elapsed Time	00:00:00.027

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

Descriptives

hypo_1_desc

					95% Confidence Interval for Mean		
	N	Mean	Std. Deviation	Std. Error	Lower Bound	Upper Bound	Minimu
GC pretest	37	25.51	8.805	1.448	22.58	28.45	
WC Pretest	46	29.54	10.805	1.593	26.33	32.75	
CC Pretest	62	35.77	11.154	1.417	32.94	38.61	

GC Posttest	37	63.39	10.759	1.769	59.80	66.98
WC Posttest	46	77.50	7.722	1.139	75.21	79.79
CC Posttest	62	57.85	14.239	1.808	54.24	61.47
Total	290	48.34	21.475	1.261	45.86	50.82

ANOVA

hypo_1_desc

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	98430.538	5	19686.108	160.414	.000
Within Groups	34852.756	284	122.721		
Total	133283.294	289			

Post Hoc Tests

Multiple Comparisons

hypo_1_desc
LSD

(I) hyo_1_code	(J) hyo_1_code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
GC pretest	WC Pretest	-4.030	2.446	.101	-8.85	.79
	CC Pretest	-10.261*	2.301	.000	-14.79	-5.73
	GC Posttest	-37.878*	2.576	.000	-42.95	-32.81
	WC Posttest	-51.986*	2.446	.000	-56.80	-47.17
	CC Posttest	-32.341*	2.301	.000	-36.87	-27.81
WC Pretest	GC pretest	4.030	2.446	.101	-.79	8.85
	CC Pretest	-6.231*	2.156	.004	-10.47	-1.99
	GC Posttest	-33.848*	2.446	.000	-38.66	-29.03
	WC Posttest	-47.957*	2.310	.000	-52.50	-43.41
	CC Posttest	-28.311*	2.156	.000	-32.55	-24.07
CC Pretest	GC pretest	10.261*	2.301	.000	5.73	14.79
	WC Pretest	6.231*	2.156	.004	1.99	10.47
	GC Posttest	-27.618*	2.301	.000	-32.15	-23.09
	WC Posttest	-41.726*	2.156	.000	-45.97	-37.48
	CC Posttest	-22.081*	1.990	.000	-26.00	-18.16
GC Posttest	GC pretest	37.878*	2.576	.000	32.81	42.95
	WC Pretest	33.848*	2.446	.000	29.03	38.66

	CC Pretest	27.618*	2.301	.000	23.09	32.15
	WC Posttest	-14.108*	2.446	.000	-18.92	-9.29
	CC Posttest	5.537*	2.301	.017	1.01	10.07
WC Posttest	GC pretest	51.986*	2.446	.000	47.17	56.80
	WC Pretest	47.957*	2.310	.000	43.41	52.50
	CC Pretest	41.726*	2.156	.000	37.48	45.97
	GC Posttest	14.108*	2.446	.000	9.29	18.92
	CC Posttest	19.645*	2.156	.000	15.40	23.89
CC Posttest	GC pretest	32.341*	2.301	.000	27.81	36.87
	WC Pretest	28.311*	2.156	.000	24.07	32.55
	CC Pretest	22.081*	1.990	.000	18.16	26.00
	GC Posttest	-5.537*	2.301	.017	-10.07	-1.01
	WC Posttest	-19.645*	2.156	.000	-23.89	-15.40

*. The mean difference is significant at the 0.05 level.

Oneway

Notes

Output Created		15-Dec-2024 19:36:57
Comments		
Input	Data	C:\Users\HP\Documents\reliability test results\phd.sav
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	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY hypo_1_desc BY hyo_1_code /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
Resources	Processor Time	00:00:00.079

Notes

Output Created		15-Dec-2024 19:36:57
Comments		
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	Active Dataset	DataSet1
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	290
Missing Value Handling	Definition of Missing	User-define missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY hypo_1_desc BY hyo_1_code /MISSING ANALYSIS /POSTHOC=LSD ALPHA(0.05).
Resources	Processor Time	00:00:00.079
	Elapsed Time	00:00:00.491

[DataSet1] C:\Users\HP\Documents\reliability test results\phd.sav

ANOVA

hypo_1_desc

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	98430.538	5	19686.108	160.414	.000
Within Groups	34852.756	284	122.721		
Total	133283.294	289			

Post Hoc Tests

Multiple Comparisons

hypo_1_desc

LSD

(I) hyo_1_code	(J) hyo_1_code	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound

GC pretest	WC Pretest	-4.030	2.446	.101	-8.85	.79
	CC Pretest	-10.261*	2.301	.000	-14.79	-5.73
	GC Posttest	-37.878*	2.576	.000	-42.95	-32.81
	WC Posttest	-51.986*	2.446	.000	-56.80	-47.17
	CC Posttest	-32.341*	2.301	.000	-36.87	-27.81
WC Pretest	GC pretest	4.030	2.446	.101	-.79	8.85
	CC Pretest	-6.231*	2.156	.004	-10.47	-1.99
	GC Posttest	-33.848*	2.446	.000	-38.66	-29.03
	WC Posttest	-47.957*	2.310	.000	-52.50	-43.41
	CC Posttest	-28.311*	2.156	.000	-32.55	-24.07
CC Pretest	GC pretest	10.261*	2.301	.000	5.73	14.79
	WC Pretest	6.231*	2.156	.004	1.99	10.47
	GC Posttest	-27.618*	2.301	.000	-32.15	-23.09
	WC Posttest	-41.726*	2.156	.000	-45.97	-37.48
	CC Posttest	-22.081*	1.990	.000	-26.00	-18.16
GC Posttest	GC pretest	37.878*	2.576	.000	32.81	42.95
	WC Pretest	33.848*	2.446	.000	29.03	38.66
	CC Pretest	27.618*	2.301	.000	23.09	32.15
	WC Posttest	-14.108*	2.446	.000	-18.92	-9.29
	CC Posttest	5.537*	2.301	.017	1.01	10.07
WC Posttest	GC pretest	51.986*	2.446	.000	47.17	56.80
	WC Pretest	47.957*	2.310	.000	43.41	52.50
	CC Pretest	41.726*	2.156	.000	37.48	45.97
	GC Posttest	14.108*	2.446	.000	9.29	18.92
	CC Posttest	19.645*	2.156	.000	15.40	23.89
CC Posttest	GC pretest	32.341*	2.301	.000	27.81	36.87
	WC Pretest	28.311*	2.156	.000	24.07	32.55
	CC Pretest	22.081*	1.990	.000	18.16	26.00
	GC Posttest	-5.537*	2.301	.017	-10.07	-1.01
	WC Posttest	-19.645*	2.156	.000	-23.89	-15.40

*. The mean difference is significant at the 0.05 level.

T-Test

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean

Pair 1	PRESCORE	31.1793	145	11.25890	.93500
	POSTSCORE	65.5000	145	14.34471	1.19126

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRESCORE & POSTSCORE	145	.068	.418

Paired Samples Test

		Paired Differences				
					95% Confidence Interv Difference	
		Mean	Std. Deviation	Std. Error Mean	Lower	Up
Pair 1	PRESCORE - POSTSCORE	-34.32069	17.62551	1.46372	-37.21384	-3

```
SORT CASES  BY GROUP.
SPLIT FILE SEPARATE BY GROUP.
T-TEST GROUPS=gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=POSTSCORE
  /CRITERIA=CI(.95).
```

T-Test

GROUP = 1

Group Statistics[a]

	gender	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	male	18	61.2500	9.15592	2.15807
	female	19	65.4211	11.97597	2.74748

a. GROUP = 1

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	1.127	.296	-1.185	35	
	Equal variances not assumed			-1.194	33.543	

a. GROUP = 1

GROUP = 2

Group Statistics[a]

	gender	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	male	23	76.7391	8.08881	1.68663
	female	23	78.2609	7.43895	1.55113

a. GROUP = 2

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	.039	.843	-.664	44	
	Equal variances not assumed			-.664	43.695	

a. GROUP = 2

GROUP = 3

Group Statistics[a]

	gender	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	male	27	59.1111	13.49454	2.59703
	female	35	56.8857	14.90908	2.52009

a. GROUP = 3

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	1.766	.189	.607	60	
	Equal variances not assumed			.615	58.412	

a. GROUP = 3

```
T-TEST GROUPS=ownership(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=POSTSCORE
  /CRITERIA=CI(.95).
```

T-Test

GROUP = 1

Group Statistics[a]

	ownership	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	private	21	64.0238	10.87828	2.37383
	public	16	62.5625	10.89782	2.72446

a. GROUP = 1

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	.243	.625	.404	35	
	Equal variances not assumed			.404	32.411	

a. GROUP = 1

GROUP = 2

Group Statistics[a]

	ownership	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	private	21	77.0476	8.54971	1.86570
	public	25	77.8800	7.11114	1.42223

a. GROUP = 2

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	2.405	.128	-.361	44	
	Equal variances not assumed			-.355	39.018	

a. GROUP = 2

GROUP = 3

Group Statistics[a]

	ownership	N	Mean	Std. Deviation	Std. Error Mean
POSTSCORE	private	40	61.4250	13.25661	2.09605
	public	22	51.3636	13.93367	2.97067

a. GROUP = 3

Independent Samples Test[a]

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig
POSTSCORE	Equal variances assumed	.483	.490	2.808	60	
	Equal variances not assumed			2.767	41.567	

a. GROUP = 3

```
SPLIT FILE OFF.
UNIANOVA POSTSCORE BY GROUP gender
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(OVERALL)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=GROUP gender GROUP*gender.
```

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
GROUP	1		37
	2		46
	3		62
gender	1.00	male	68
	2.00	female	77

Descriptive Statistics

Dependent Variable: POSTSCORE

GROUP	gender	Mean	Std. Deviation	N
1	male	61.2500	9.15592	18
	female	65.4211	11.97597	19
	Total	63.3919	10.75945	37
2	male	76.7391	8.08881	23
	female	78.2609	7.43895	23
	Total	77.5000	7.72226	46
3	male	59.1111	13.49454	27
	female	56.8857	14.90908	35
	Total	57.8548	14.23900	62
Total	male	65.6397	13.34414	68
	female	65.3766	15.26006	77
	Total	65.5000	14.34471	145

Tests of Between-Subjects Effects

Dependent Variable: POSTSCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	10675.164[a]	5	2135.033	15.656	.000
Intercept	606475.376	1	606475.376	4447.183	.000
GROUP	10226.619	2	5113.310	37.495	.000
gender	46.108	1	46.108	.338	.562
GROUP * gender	249.310	2	124.655	.914	.403
Error	18955.836	139	136.373		
Total	651717.250	145			
Corrected Total	29631.000	144			

a. R Squared = .360 (Adjusted R Squared = .337)

Estimated Marginal Means

Grand Mean

Dependent Variable: POSTSCORE

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
66.278	.994	64.313	68.243

```
UNIANOVA POSTSCORE BY GROUP ownership
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(OVERALL)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=GROUP ownership GROUP*ownership.
```

Univariate Analysis of Variance

zBetween-Subjects Factors

		Value Label	N
GROUP	1		37
	2		46
	3		62
Ownership	1.00	private	82
	2.00	public	63

Descriptive Statistics

Dependent Variable: POSTSCORE

GROUP	Ownership	Mean	Std. Deviation	N
1	Private	64.0238	10.87828	21
	Public	62.5625	10.89782	16

	Total	63.3919	10.75945	37
2	Private	77.0476	8.54971	21
	Public	77.8800	7.11114	25
	Total	77.5000	7.72226	46
3	Private	61.4250	13.25661	40
	Public	51.3636	13.93367	22
	Total	57.8548	14.23900	62
Total	Private	66.0915	13.22365	82
	Public	64.7302	15.76077	63
	Total	65.5000	14.34471	145

Tests of Between-Subjects Effects

Dependent Variable: POSTSCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	11876.366[a]	5	2375.273	18.596	.000
Intercept	579712.077	1	579712.077	4538.532	.000
GROUP	11399.856	2	5699.928	44.624	.000
Ownership	426.120	1	426.120	3.336	.070
GROUP * ownership	844.751	2	422.375	3.307	.040
Error	17754.634	139	127.731		
Total	651717.250	145			
Corrected Total	29631.000	144			

a. R Squared = .401 (Adjusted R Squared = .379)

Estimated Marginal Means

Grand Mean

Dependent Variable: POSTSCORE

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
65.717	.975	63.788	67.646

```
UNIANOVA POSTSCORE BY GROUP ownership gender
  /METHOD=SSTYPE(3)
  /INTERCEPT=INCLUDE
  /EMMEANS=TABLES(OVERALL)
  /PRINT=DESCRIPTIVE
  /CRITERIA=ALPHA(.05)
  /DESIGN=GROUP ownership gender GROUP*ownership GROUP*gender
ownership*gender GROUP*ownership*gender.
```

Univariate Analysis of Variance

Between-Subjects Factors

	Value Label	N

GROUP	1		37
	2		46
	3		62
Ownership	1.00	private	82
	2.00	public	63
Gender	1.00	male	68
	2.00	female	77

Descriptive Statistics

Dependent Variable: POSTSCORE

GROUP	ownership	gender	Mean	Std. Deviation	N
1	private	Male	63.3889	8.70624	9
		female	64.5000	12.62753	12
		Total	64.0238	10.87828	21
	public	Male	59.1111	9.59420	9
		female	67.0000	11.54701	7
		Total	62.5625	10.89782	16
	Total	Male	61.2500	9.15592	18
		female	65.4211	11.97597	19
		Total	63.3919	10.75945	37
2	private	Male	75.5417	8.88681	12
		female	79.0556	8.13728	9
		Total	77.0476	8.54971	21
	public	Male	78.0455	7.31250	11
		female	77.7500	7.22376	14
		Total	77.8800	7.11114	25
	Total	Male	76.7391	8.08881	23
		female	78.2609	7.43895	23
		Total	77.5000	7.72226	46
3	private	Male	60.8421	15.43180	19
		female	61.9524	11.30255	21
		Total	61.4250	13.25661	40
	public	Male	55.0000	6.04743	8
		female	49.2857	16.76732	14
		Total	51.3636	13.93367	22
	Total	Male	59.1111	13.49454	27
		female	56.8857	14.90908	35
		Total	57.8548	14.23900	62
Total	private	Male	65.8250	13.79314	40
		female	66.3452	12.82028	42

	Total	66.0915	13.22365	82
public	Male	65.3750	12.92043	28
	female	64.2143	17.88249	35
	Total	64.7302	15.76077	63
Total	Male	65.6397	13.34414	68
	female	65.3766	15.26006	77
	Total	65.5000	14.34471	145

Tests of Between-Subjects Effects

Dependent Variable: POSTSCORE

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	12370.333[a]	11	1124.576	8.665	.000
Intercept	568512.655	1	568512.655	4380.606	.000
GROUP	10816.676	2	5408.338	41.673	.000
Ownership	330.677	1	330.677	2.548	.113
Gender	52.619	1	52.619	.405	.525
GROUP * ownership	693.580	2	346.790	2.672	.073
GROUP * gender	259.194	2	129.597	.999	.371
ownership * gender	13.495	1	13.495	.104	.748
GROUP * ownership * gender	259.091	2	129.546	.998	.371
Error	17260.667	133	129.779		
Total	651717.250	145			
Corrected Total	29631.000	144			

a. R Squared = .417 (Adjusted R Squared = .369)

Estimated Marginal Means

Grand Mean

Dependent Variable: POSTSCORE

Mean	Std. Error	95% Confidence Interval	
		Lower Bound	Upper Bound
65.956	.997	63.985	67.927